

**UNDERSTANDING THE MANAGEMENT STRATEGIES OF PRINCIPALS IN MANAGING
UNIONISED AND NON-UNIONISED TEACHERS IN SOUTH AFRICAN SECONDARY
SCHOOLS IN GAUTENG PROVINCE**

by

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DECLARATION OF AUTHENTICITY

I, Nozipho Isabel Adaghe, declare that the thesis 'Understanding Management Strategies of Principals in Managing Unionised and Non-Unionised Teachers', which I submit for the degree of Doctor of Philosophy in Education Management is my own work, and has not previously been submitted in any form for a degree or diploma before in any tertiary institution. Where the work of others has been used, sources have identified and acknowledged by means of complete references.



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Date: 30 November 2020

ETHICS DECLARATION

The author, whose name appears on the title page of this thesis, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of South Africa's code of ethics for researchers and the policy guidelines for responsible research.

Signature:

A handwritten signature in blue ink, appearing to be 'L. M. M.', written over a faint rectangular stamp.

Date: 30 November 2020

DEDICATION

This study is dedicated to my husband, my king, my heartbeat, my pillar of strength, Mr Ernest Adaghe,

And to the fruits of my womb, Lesedi and Neo Ramokgotswa (Daughters)

and

my prince, Oseremen, Oarabile Adaghe (son)

Love you all to the moon and back, My foursome.

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ABSTRACT

Management of teachers is one of the important tasks of principals at school, aside from their primary goal of ensuring that teaching and learning happens effectively at school, is their potential to manage two types of teachers present at school, unionised and non-unionised. It is well-established that principals have a mammoth task of identifying and implementing the correct strategies to manage these teachers. A review of the management styles in use today shows that the new management strategies are required to solve the problems encountered by principals in managing these teachers. Several methods of implementing these new strategies are described. These methods include creating trust between teachers and principals through fruitful communication and participation in decision-making. The application of the theory of emotional intelligence is described in detail. The theory of emotional intelligence denotes that the accomplishment in the management of human resources depends largely on the emotions, behaviours, and attitudes of managers.

While past studies have detailed the effectiveness of the management styles used by principals to manage teachers, these studies have been confined to the management of teachers collectively. The present study distinguishes between teachers who are unionised and non-unionised and the individual, focus group interview and observation are the primary sources of data used in the study. The findings are intended to solve challenges associated with the implementation of the management strategies of principals in managing unionised and no-unionised teachers to attain improved quality teaching and learning in the context of South African secondary schools. The results show that developing trust between principals and teachers requires efforts from both parties. They also show that the main complaint about the management of teachers is unequal treatment of teachers and a lack of trust between teachers and principals in schools. The analysis of individual interviews, focus-group interviews and observations revealed that the establishment of strategies that address both types of teachers found at schools would be a significant step to take towards a positive management of teachers. It is proposed that the Department of Basic Education creates an environment where both teachers and managers' personal and professional development is upskilled to expand their capabilities to deal with relational problems and challenges.

KEY WORDS

Management strategies, principals, teacher unions, emotional intelligence

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ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
COSATU	Congress of South African Trade Unions
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
EEA	Employment of Educators Act
EFA	Education for All
EI	Emotional Intelligence
ELRC	Educational Labour Relation Council
ENCA	E-News Channel Africa
EQ	Emotional Quotient
FET	Further Education and Training
GDE	Gauteng Department of Education
HOD	Head of Department
HR	Human Resource
HS	Heterogeneous Sampling
IQ	Intelligence Quotient
IT	Information and Technology
MANCOSA	Management College of Southern Africa
MST	Maths, Sciences and Technology
MST	Maths, Sciences and Technology
MVS	Maximum Variance Sampling
NAPTOSA	National Professional Teacher's Organisation of South Africa
NATU	National Association of Trade Unions
NDP	National Development Plan
NEDLAC	National Economic Development and Labour Council
NUE	National Union of Educators
NUT	National Union of Teachers
PAM	Personnel Administration Measures
PEU	Professional Educators Union
PSCBC	Public Service Coordinating Bargaining Council

PTS	Professional Teaching Standards
SA	South Africa
SACE	South African Council for Educators
SACP	South African Communist Party
SADTU	South African Democratic Teachers Union
SAOU	Suid-Afrikaanse Onderwysers Unie (South African Teachers Union)
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
TCS	Teacher Compensation Survey
TPS	Transaction Processing System
UNC ACE	Advanced Certificate in Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation

CHAPTER 1: ORIENTATION

1.1 INTRODUCTION AND BACKGROUND

Research shows that, since 1994, South African school managers have struggled to develop management and leadership strategies that have professional ethics at their core (Chilenga, 2016; Steyn, 2016). The problem seems to lie with a lack of professional ethics among unionised teachers. Although some studies have proposed that teacher unionism policies be restructured with the intention of limiting or eliminating the excessive impact of the unions on organisational efficiency, which on many occasions has caused unnecessary disruption to the teaching and learning process, no official action was taken to address the problem (Letseka, Bantwini & McKenzie, 2012).

It is, however, interesting to note that South Africa has embraced values of unionism in line with worldwide labour laws and trends to facilitate joint negotiations for higher wages and working conditions, to eradicate any kind of injustice, prejudice or inequality in education and strive to achieve a free and democratic education regime (Erasmus & Steyn, 2002:6; Oosthuizen, Botha, Roos, Rossouw & Smit, 2009:580). Moreover, the country has a strong commitment to overcome the grave legacies of apartheid education (Chisholm, 2012; Letseka et al., 2012:1199; Masenya, 2013). While this seems to be a noble idea, it is also unfortunate to note from studies that South African educational managers still face many challenges linked to unionism, including the allegation that it obstructs educational progress. There is, however, limited research in the South African context on developing leadership and management strategies that will ensure that school managers, unionised teachers and non-unionised teachers all comply with professional ethics for the sake of school orderliness (Chilenga, 2016; Masenya, 2013; Steyn, 2016).

Unprofessional, obstructionist behaviours have also been found to affect the non-unionist group of teachers who may be victimised for their refusal to join in the activities of their unionised peers (Lelliott & Mbabela, 2010; Mbabela 2010). This in turn has adversely impacted the performance of learners. Under such circumstances, school principals have been faced with a complex task of deriving effective management strategies to resolve the situation.

The South African Democratic Teachers Union (SADTU) which is the strongest teacher union with the majority of the teachers is blamed for failing to reprimand their members for poor

conduct. For example, Letseka, Bantwini and King-McKenzie (2012) found that SADTU has no hesitation in mobilising its members in the battle for salary increases. They confirmed that the strikes are often marked by brutal assaults against people who are considered dissidents or 'scabs. Fleisch (2010: 123) claimed that SADTU leaders are often prepared to take intimidation and threats to the authorities in schools using militant approaches. SADTU strikes and demonstrations are often conducted, regardless of the impact they have on education and learning (Lelliott & Mbabela 2010; Mbabela 2010).

The problems imply that there is currently a lack of coordination between school managers, unionised teachers and non-unionised teachers resulting in retarded organisational development. The purpose of this study is, therefore, to establish an understanding of principals' strategies used in managing unionised and non-unionised teachers in South African secondary schools. The findings are intended to solve challenges associated with implementation of leadership and management strategies aimed at attaining improved quality of teaching and learning in the context of South African secondary schools.

The first part of this chapter examines the background to the problem in order to define the problem statement. To support the academic discussion and debate in the subsequent chapters, relevant theories and the legal framework for South African education are addressed. The primary aim and the sub-questions are then developed in line with the problem statement. A short discussion of the theoretical gap is followed by the significance of the study. Limitations of the study are then emphasised before a brief general discussion of the methodology is presented.

1.2 BACKGROUND TO THE STUDY

1.2.1 Theoretical Background of the Study from a General Perspective

At this point, this study does not intend to go deeply into the theoretical disputes but draws some attention to the emotional intelligence theory whose proponents strongly believe that anything to do with transformation of human behaviour must be linked to emotional and intellectual influence in terms of principles and practices (Thorndike, 1920). This study highlights the need to understand and develop management strategies in compliance with such psychological theories as emotional intelligence which are associated with influencing human behaviour (Buchanan & Huczyski, 2010).

Consulted literature indicates that management psychology is an area that has not received much research attention particularly in the South African education system (Furnham, Eracleous & Chamorro-Premuzic, 2009). It is also interesting to note that the leadership and management literature from a global and South African perspective has produced countless theories outlining which characteristics comprise the most effective strategies and styles to resolve school challenges some of which are associated with these unionist and non-unionist behaviours. In the field of academic studies, various kinds of leadership and management theories are described as transformative, transactional, contingency and instructional mode (Burns & Martin, 2010; Bush & Glover, 2014; Hallinger & Huber, 2012; Harris, 2013; Swanepoel, 2008). These theories and ideas of leadership and management have always been a source of controversy for scholars who seek to stabilise professional conduct in order to develop and maintain the professional morality and ethics of teachers. The bureaucratic management theorists insist that maintaining rigid regulations (a top-down approach) by the manager is the only strategy for stabilising trade unionists and the professional morality of a non-unionist (Ramnarain, 2010: xvii, Steyn, 2013). Human relations theorists concentrate more on the human psyche, emphasising the significance of personal alignment with classroom requirements and taking mutually beneficial measures (Ramnarain, 2010: xvii; Steyn, 2011).

Systems theory claims from a distinct view that a synergistic approach to leadership demands a holistic alignment of the scientific and theoretical environments, and a system-theoretical leadership strategy which seeks to reach an integrated and balanced whole in a school system (Miller & Page, 2007). Its features involve such aspects as working together towards the attainment of intended objectives in a cohesive manner and comprehension of the cycles governing inputs and results of a system (Miller & Page, 2007; Parsons, 1977). Although controversies among the aforementioned theorists exist, the proponents of psychological management theoretical perspectives supported by the emotional intelligence theorists seem to blame the proponents of the managerial, participative, transformational, interpersonal, transactional, contingency and instructional models of leadership and management for failing to resolve persistent challenges associated with teacher unionism in schools even today (Buchanan & Huczyski, 2010; Furnham, Eracleous & Chamorro-Premuzic, 2009; Leavitt, 1978).

On the other hand, Colgan & Ledwith, (2003); Schulze (2006) and Steyn, (2011) stated that the leadership qualities of management and leadership are sufficient for organizational development and efficiency, rather than their levels of intelligence and emotions. In their view, such psychological perceptions to leadership and management do not work. However, Robert Thorndike in 1920, who specialised in defining reasons for disputes between individuals based on their feelings, created the concept of emotional intelligence (Buchanan & Huczyski, 2010 & Furnham et al., 2009).

Previously, psychological theories as applied in the field of management mainly focused on problems related to fatigue, stress, frustration, boredom, and other emotionally-related working conditions that could affect work performance (Buchanan & Huczyski, 2010). While Issah (2018) is in agreement with Buchanan & Huczyski with regard to the factors that could affect an individual's line of performance, Issah has however emphasized his discussion on the role of emotional intelligence in leading change in an organization. The researcher also believes that more recently, managers and leaders are expected to take notice of factors such as learning, perception, personality and feelings to be the contributors to emotional intelligence.

In response to the same scholarly perceptions, this study aimed at understanding and developing management strategies of principals in managing unionised and non-unionised teachers at school based on the same theoretical framework of emotional intelligence. This is aimed at resolving challenges associated with the widening gap between the school management team, the unionists and non-unionists' teachers in terms of maintaining expected professional ethics (Musgrave, 2007:3). While the views highlighted above are discussed in more detail later, they play an important role in drawing attention to the theoretical background in which unresolved controversies are experienced by South African school principals (Chilenga, 2016; McGregor, 2012). The following section puts the research into context.

1.2.2 Historical Background

1.2.2.1 Principals' management strategies, unionism and non-unionism from a South African legislative perspective

Within the context of the educational system of South Africa, a raft of laws and policies to control education and to enhance school performance were promulgated in the mid-1990s as

a consequence of the democratic transition that occurred (Letseka et al., 2012; Liwane-Mazengwe, 2012; Masenya, 2013; Oosthuizen, Botha, Roos, Rossouw & Smit, 2009:580). These included the following: The Employment of Educators Act, The Constitution of the Republic of South Africa, the South African Council for Educators (SACE) Act and the Labour Relations Act (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012). In terms of the context and the theoretical background of the present research, it should be noted that principals play an important role in ensuring the good functioning and monitoring of the personnel in the school, particularly those directly associated with education. We have different types of human resources at school, namely the teaching staff and the non-teaching staff (Javier & Deligero, 2014). The non-teaching staff are referred to as general workers and administrators. There are two sets of teaching staff at school – unionised and non-unionised teachers. The word “teacher” covers all those persons in schools who are responsible for the education of the pupils, and all those persons who are at school to ensure that learners are taught how to achieve the best results from the learning and teaching process (Welch, Pitts, Tenini, Kuenlen & Wood, 2010).

Labour relations in South Africa have changed since the turn of the century, this was according to Coetzee (2019). In contrast to the age of adversarial labour relations of the latter half of the twentieth century, the democratic dispensation of 1994 marked the start of an age of co-determination and collaboration (Letseka et al., 2012; Mazengwe, 2012; Masenya, 2013). The Employment of Educators Act (RSA, 1998), the Constitution of the South African Republic (RSA, 1996a), and the SACE Act (RSA, 2000) strengthened organised labour, granting collective bargaining authority to employees and employers’ organisations in matters of mutual concern (Oosthuizen et al., 2009:132-133). All the players in education embraced this new legislation because the use of classrooms by unions as battle arenas seemed to have stopped (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012).

In particular, the SACE Act of 2000 was specifically promulgated to bring the dignity and professionalism back to the teaching fraternity. De Wet (2016), however, had his doubts about the efficiency of the legislation, given the toxicity and chaos reigning in schools. In the context of this study, post-apartheid educational legislation is supposed to facilitate improvement of educators’ skills and thus improve teaching and learning conditions.

Following the elections of 1994, the 1996 Constitution of the Republic of South Africa became the umbrella legislation, requiring modifications to most of the legislation in the nation, and

specifically to educational legislation (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012). The Constitution provided for the formation of unions, the right of association of workers and participation in union activities, including strike actions at the workplace, in accordance with Sections 23(2) (a) to (c) (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012). As a result, the enactment of the new legislation gave teachers the right to form trade unions and to join them (Ratteree, 2005:6) as bodies which could collectively promote and defend the rights and interests of educators (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012). In addition, Ratteree (2005:19) argued that the Public Service Coordinating Bargaining Council was created as a way of regulating labour relations in the government service with its main purpose geared towards enhancing sound relations and working peace between employers, namely, the state and public servants, and providing a platform for dialogue and collaborative negotiation on issues of common interest.

From a historical perspective, Masenya (2013:5) emphasised the development in a chronological order of unions from a South African legislative point of view. Table 1.1 below shows the different teacher unions in South Africa and the trade union federations they are affiliated to, as well as their year of establishment and membership numbers at the time the study was conducted. This shows the strength of SADTU in terms of membership and why SADTU is such a critical role player in the South African education landscape and in our schools.

Table 1.1: South African teacher unions membership numbers

UNION	YEAR ESTABLISHED	AFFILIATE	MEMBERSHIP
SADTU	1990	COSATU	256 000
NAPTOSA	2006	Independent Teacher Unions (ITU)	55 000
NATU (NAPTOSA affiliate)	No record	ITU	Share the remaining 80 000
SAOU (NAPTOSA affiliate)	No record	ITU	
PEU	1906	ITU	
NUE	No record	ITU	

Adapted from Masenya (2013:5)

Analysis of the table indicates that SADTU was once of the earliest unions established and has the highest number of members. This may be attributed to the fact that it is affiliated to COSATU, the major South African labour union movement which represents the majority of the workers in both private and public organisations in South Africa. However, the above statistics only show the number of teacher union affiliations.

Though no formal current reports of statistics for non-unionist teachers were available, the ratio of unionist to non-unionist teachers is estimated at 3:1 for each public school in the South African context (Simkins, 2015). The main concern raised by this study is a lack of research attention given to the non-unionist group when it comes to resolving management-related issues associated with the maintenance and development of professional ethics considering that what happens to one group affects the other one in one way or the other. This calls for a need to understand and develop school management strategies that should cater equitably for both groups of teachers. Perhaps as a starting point, we can rely on Masenya's (2013) analysis of South African teachers' unions according to values/principles and stance on teaching and management, as indicated in Table 1.2 overleaf.

This table testifies to the statement by some researchers like Letseka et al. (2012:1198) that teachers in South Africa are highly unionised. Critical analysis of the emphasis put on professionalism and the improvement of the quality of teaching and learning by all the unions from the above table makes one wonder why many researchers have agreed that "the poor quality of teaching in South African schools has adversely affected learners' performance (Musundire, 2015:1; Ramnarain, 2010: xvii).

Table 1.2: Analysis of aims and objectives of South African teacher unions

UNIONS	VALUES/ PRINCIPLES	ON TEACHING	ON LEARNING	ON MANAGEMENT
NAPTOSA	<ul style="list-style-type: none"> Professionalism 	<ul style="list-style-type: none"> Educators have professional responsibility to guide the learners 	<ul style="list-style-type: none"> Shall ensure that the interests of learners are not prejudiced by employees 	
NATU	<ul style="list-style-type: none"> Professional approach to teaching promotes the right of the child to learn 	<ul style="list-style-type: none"> Shall improve the quality of teaching 	<ul style="list-style-type: none"> Shall improve the quality of learning 	
SADTU	<ul style="list-style-type: none"> To foster an esprit de corps among teachers and promote and maintain high standards of ethical conduct, professional integrity and efficiency 	<ul style="list-style-type: none"> Promote good standards of teaching 	<ul style="list-style-type: none"> Promote high standards of learning 	
SAOU	<ul style="list-style-type: none"> Committed to the highest Christian values and norms in serving its members, the profession and learners High level of professionalism mother-tongue education for all learners Improvement of working conditions in the education sector 	<ul style="list-style-type: none"> Assist educators to guide learners and prepare them to be responsible citizens 	<ul style="list-style-type: none"> The union to take note of the educational needs of learners and promotes such Ensure that interests of learners are not unreasonably prejudiced 	<ul style="list-style-type: none"> Shall promote professional growth of members

Adapted from Masenya (2013)

In support of this view, other researchers have indicated that the quality of teaching and professionalism are the “most important variables” which determine learners’ level of performance (De Clercq, 2008:7; Musundire, 2015:1). Consulted literature therefore suggested that effective management strategies on the part of the school principals and their management teams have a positive influence on both teachers’ professional behaviours and learners’ achievements (Musundire, 2015:1; Steyn, 2011). In the context of this study, there is a current demand in the South African secondary schools not only for effective management strategies in general but those that are suitable to accommodate union-affiliated teachers on one hand and non-unionist teachers on the other hand.

1.2.2.2 Management and leadership practices in the South African educational context

After the introduction of the new education legislation following the democratisation of South Africa, the dynamics in schools changed. It therefore followed that what managers used to do was affected by the new dispensation; for example, most school principals in the former fragmented education departments before 1994 were used to issuing instructions without consulting anyone in the schools (Steyn, 2002: 253). Principals themselves during the previous dispensation were used to receiving instructions from departmental officials (Steyn, 2002: 253). Now, however, they must consult teachers and other stakeholders in decision-making (Chisholm, 2011).

It is reasonable to assume that a school will require a principal to apply the correct strategy to manage unionised and non-unionised teachers. Although principals are assumed to have the power to considerably influence and affect the overall behaviour of every teacher to work in unison, nowadays it does not seem to be easy for principals to do so. There are some key factors such as poor working relationships between principals and teachers, leadership disorder and poor management of the two sets of teachers which are influencing the smooth running of the school (Nkadimeng & Thaba-Nkadimene, 2020).

The collective records on school management and learner performance as recorded by United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2016) suggested that, over the last few years, the issue of schools not being able to produce good results rests solely on the shoulders of the school principal as the accounting officer. The problem lies in the lack of principals’ management skills and strategies which are very important to lead and manage the school well (Hoadley, Christie & Ward, 2009; Mahlangu, 2014).

The unfortunate evidence of schools performing poorly at the end of the year appears to arise from the reluctance or inability of principals to manage the teachers at school, especially teachers who are unionised. It seems that principals spend considerable time dealing with the labour issues and adherence to labour regulations as a way of managing difficult teachers (most of whom are unionised), rather than managing the curriculum. South African school principals rely heavily on their managerial leadership skills which focus on the functions, tasks and behaviour of the principal, which they did not consider to be a problem, but they should also work on implementing close cooperation between themselves and teacher unions for the purpose of managing the school and producing good results (Padayachee et al., 2015).

To manage curriculum and ensure that teaching and learning happens in the classroom, principals are expected to manage teachers first because they are the principal contributors to and implementers of curriculum. It is not a surprise that parents prefer to move their children to private schools or to former model C schools where teaching and learning happen, rather than leaving their children at schools that are characterised by infighting between managers and teachers and where the inability of the principal to manage their teachers is clearly problematic (Moletsane, Juan & Prinsloo, 2015)

The Minister of Basic Education, Angie Motshekga, told BBC News (Nkosi, 2016) that the country's schools are in a crisis, and a major contributor to the crisis are teacher unions. The Minister further indicated that teacher unions appear to be unwilling to tackle problems caused by unionised teachers such as absenteeism, non-compliance, and the unwillingness to help principals to manage the schools. It is illuminating to note that not much concerted effort is being made by unionised teachers to improve the rate of performance by learners at school and the unions themselves have done little to help.

Since 1994, the South African education system has experienced increased collective action by teacher unions who seem to have taken control of education causing the instability between the principal, School Management Team (SMT) and teachers (Department of Basic Education, 2016).

Generally, school principals are considered to be the central figures responsible for the managerial strategies that are meant to transform the education system into a twenty-first century system (Mncube, 2009). However, the report by the DBE indicates that there are major political and professional issues that affect the administration of curriculum in schools

by principals. This has become fraught with difficulty for principals since the monitoring and administration of curriculum involves managing teachers to action and implement curriculum.

Masondo (2015) indicated that teachers at school who are affiliated to unions, particularly SADTU, had the power to sabotage principals in carrying out their managerial and leadership responsibilities, with the end result being that principals experienced serious problems with the DBE. He further indicated that unionised teachers purposely undermined principals' leadership and management efforts in improving schools and the performance of learners, which could ultimately lead to the replacement of the principal if their schools do not perform adequately.

Wills (2020) postulated that the principals' work involves getting work done through people, namely, human resources. He further stated that effective work is done via participation, communication, motivation and teamwork. This is called collaboration. However, it seems that teacher unions use the term "collaboration" quite liberally, with little acknowledgement of what the word actually implies; for example, do they collaborate with one another only to get their demands met, or do they collaborate with the principal and their non-unionised peers to get their job done satisfactorily?

Non-collaboration between principals and teachers has a profoundly disorienting effect on learners who are expecting to be taught and learn (Dutta & Sahney, 2016). If the principals' managerial strategies are clearly set out and strenuous effort is put in by all parties to implementing these strategies, this could stabilise and restore the working relationship between principals and teachers from both camps, so to speak. The study thus qualitatively investigated what strategies principals use in managing the two sets of teachers at school; i.e., unionised and non-unionised teachers.

1.3 STATEMENT OF THE PROBLEM

Principals are expected to manage three major resources, which are the human resource, financial resources and the physical resources at school as stipulated in the South African Schools Act 84 of 1996 (SASA) (RSA, 1996b) and the Personnel Administration Measures (PAM) of 1998 (revised in 2016). In essence, being able to manage human resources at school is one of the important tasks of the principal or a manager, and if this task is managed successfully, the management of curriculum should be relatively easy. The principals'

management and leadership skills have been identified as the potential contributor to achieving the goal of quality education for all learners (Bush et al., 2011).

The DBE expects principals to acquire management skills and strategies to manage teachers while they are still in the deputy principal position. These skills and strategies have become increasingly important in practice and are considered by DBE as a prerequisite for appointment to school management positions if schools are to produce results. However, a principal cannot single-handedly manage a school. The expertise and cooperation of every stakeholder, particularly teachers, in working together with the principal, will produce maximum benefits for the school.

When the management strategy of the principal is not strong, it becomes extremely difficult to run the school. In the main, managing human resources is often raised as a serious concern which is evidenced by the conflict between teacher unions and principals (Mollootimile & Zengele, 2015). These in-fights are believed to be one of the factors having the greatest impact on learners' results or school performance, thus contributing to principals not being able to manage the school well and keeping teaching and learning at the core of all activities. Furthermore, it seems that principals have not exercised the correct strategy of managing the dichotomy between two sets of teachers (unionised and non-unionised) thus permitting things to get out of hand at schools.

This challenge has led to curriculum delivery being highly compromised by both sets of teachers. Efforts have not been forthcoming from either the principals or the DBE to remedy the situation.

There is a need to restore confidence in the principals' ability to lead and manage the schools well and there is also a need to develop and sustain the relationship between principals and teachers, both unionised and non-unionised. One might point out that principals may have allowed the problem of ineffective management to become entrenched at schools by not applying the correct strategies and have somehow colluded with the wrongdoers by permitting it to continue thus far (Myburgh, Poggenpoel & Kgabo, 2017). Teaching and learning are the core business of the school and need to be monitored and managed by principals and the School Management Team (SMT). Pertinent issues such as conflict between principals and teachers have the potential to destroy the entire school and even the entire school system by relentlessly and unconscionably destroying teachers' moral commitment and basic human

rights, including the right to respect and dignified treatment (Myburgh, Poggenpoel & Kgabo, 2017).

It is expected that the principal's strategy in managing the two different groups of teachers should be to develop a harmonious environment where teaching and learning can take place effectively. However, the DBE is currently faced with multiple challenges and complaints emanating from school principals regarding the interference of teacher unions in the running of schools (Jansen, 2015). It appears that past attempts to harmonise the school environment where union members work hand-in-hand with principals and other teachers who are not union members, have not been successful.

Managing unionised and non-unionised teachers is not an easy task; if correct strategies are not applied, the success of the school is at risk. According to educational policies, teachers are entitled to belong to a union, but strategies need to be put in place to balance their power with that of the educational authorities, represented by the principals in schools. Hoadley et al. (2009: 381) indicated that the school principal, in collaboration with the school management team (SMT), has a particularly challenging yet crucial role to fulfil. They further indicated that principals have been trained and have gained experience as teachers and are expected to effectively manage large and complex institutions. If such skills have not been developed, schools are bound to under-perform.

Lack of appropriate managerial strategies can hamper principals from leading school in their central task of teaching. Thus, the strategies for managing both unionised and non-unionised teachers are very important.

1.4 IDENTIFIED RESEARCH GAPS

1.4.1 Unionism Versus Non-unionism

Consulted studies to date have shown 'representation gaps' where unionised educators appear to be more vocal with respect not only to their workplace complaints

but also, regarding their productivity and working life contributions than non-unionist teachers (Masenya, 2013). Although this could be a significant finding, there seems to be no solution to this representation difference. In this study, the identification of suitable strategies for managing the gap is what is important. While a series of managerial options, including joint consultation have been raised, there are still competing groups of professionals in which the

SADTU is the most widely represented teacher union in the context of South African secondary schools (Masenya, 2013). However, there are also non-unionised teachers who form a minority group that still needs to be managed.

While many studies have focused more on blaming the principals' managerial incompetency in handling unionised teachers, there is not much evidence of research on how they manage non-unionised teachers or if there is actually a difference (Letseka, Bantwini & King-McKenzie, 2012). Secondly, research confirms that knowledge and expertise of management principles and practices are key variables in ensuring organisational effectiveness by a principal (Letseka, Bantwini & King-McKenzie, 2012). There are, however, few studies that have investigated the management strategies of principals in managing unionised and non-unionised teachers in their respective schools. This study provides a provisional conceptual framework for designing innovative management strategies to bridge the gap.

1.4.2 Underlying Challenges of Management Strategies, Forms of Unions and Professional Ethics

There is also a gap in the literature on the challenges associated with management strategies employed by principals and the challenges associated with unionism and non-unionism regarding professional ethics (Bush & Glover, 2014; Hallinger & Huber, 2012; Harris, 2013; Letseka et al., 2012; Martin & Sass, 2010; Pont, Nusche & Moorman, 2008; Swanepoel, 2008). If the same challenges are experienced continuously, it is therefore important to identify their causes from a phenomenological point of view. For instance, Masenya (2013:23) identified the following forms of unionism: One type is positive or professional unionism where the emphasis is on teacher development and learner support (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012). The other types are negative or protectionist-defensive unionism and adversarial unionism. This is characterised by teachers who abdicate their duties and challenge management authority (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012). Such types of behaviours seem to contradict the declaration that the prescribed code of conduct in the SACE Act (RSA, 2000) is designed to protect both the educators and the clients by excluding possible malpractice and exploitation (Letseka et al., 2012; Masenya, 2013; Mazengwe, 2012).

While these findings make a positive contribution to research, the underlying cause of the challenges was not investigated. It seems obvious that there must be some underlying cause

for the persistent problems encountered with unprofessional behaviour among teachers that disrupts the teaching and learning process. There is therefore a need for a thorough diagnostic assessment of the challenges underpinning ineffective management strategies, challenges by unions and a lack of professional ethics.

1.4.3 Misconception Between Management Styles and Management Strategies

Principals are supposed to be educational strategists responsible for making strategic decisions in order to manage diverse teachers at school. Previous research in education has indicated the need to understand the distinction between management style and management strategy (Mazengwe, 2012; Masenya, 2013; Letseka et al., 2012). Lack of such knowledge has led to a problem with the principals' capability of managing unionised and non-unionised teachers. This is particularly important with regard to expectations of professional conduct (Mazengwe, 2012; Masenya, 2013; Letseka et al., 2012). Li, Gupta, Loon and Casimir (2016) stipulated that management style is the way a person in a superior position manages an organisation or group of people. It is traditionally construed as the extent to which a manager emphasises or displays their particular type of management skill which is measured by the frequency of a specific management behaviour or attitude. On the other hand, management strategy is a purposeful action or a design for action. It is a way by which the school plans to fulfil its mission and aims (Spillane, 2012).

1.5 THEORETICAL GAPS: MANAGEMENT STRATEGIES VERSUS MANAGERIAL PSYCHOLOGICAL APPROACHES

Managerial psychology is a sub-discipline of industrial and organisational psychology. It focuses on the efficacy of individuals, groups, and organisations in the workplace. Its purpose is to specifically aid managers in gaining a better understanding of the psychological patterns common among individuals and groups within any given organisation (Buchanan & Huczyski, 2010; Leavitt, 1978).

Managerial psychology can be used to predict and prevent harmful psychological patterns within the workplace and can also be implemented to manage behavioural patterns among individuals and groups in a way that will benefit the organisation long term (Robbins, Coulter, De Cenzo & Woods, 2010). From this theoretical perspective, there is evidence that research on schools has focused mostly on traditional management strategies that have failed to solve challenges associated with managing diversified groups of teachers. The application and

implementation of modern management strategies in schools, such as the theory of emotional intelligence, has not seen sufficient research. From a social-psychological perspective, the theory of emotional intelligence could potentially be applied to understand the behaviour and attitudes of unionist teachers and non-unionist teachers (Buchanan & Huczyski, 2010; Leavitt, 1978; Poulou, 2005). Thus, the theoretical and practical contributions of this study are grounded in the framework of the social-psychological context and based on the theory of emotional intelligence. The results are also expected to enhance the managerial psychological sub-discipline.

1.6 RATIONALE FOR THE STUDY

The study investigated the strategies used by principals in managing two main types of teachers at school: unionised teachers and non-unionised teachers. Although considered as one of the key functions that every school principal should ideally be able to perform, managing human resources, especially teachers, is not an easy task. The rationale for this study is based partly on the researcher's experience as a principal with 17 years' work experience. The researcher served in several management positions before the researcher became a principal: for three years, The researcher worked as a head of department managing the language department of a school followed by five years as the Deputy Principal for Managing Curriculum which happened to be the engine of the school. Before The researcher was promoted to a position of principal, the researcher had the opportunity to observe over the years, that leadership and management was not an easy task. It requires a specific personality and character traits to deal with human resources. The task of managing curriculum at the level of the deputy principal was challenging because The researcher had to deal with opposition coming from teacher unions among other challenges.

The researcher worked as a principal in both public former model C schools and local public schools. The researcher's observations led her to understand that those in senior positions may have experienced negative emotions and sabotage by their subordinates in purposefully undermining their leadership and management efforts.

The rationale for this study is also based on the anecdotal evidence that there have been a substantial and increasing number of principal replacements that are taking place across South African schools. These replacements follow the Minister of Basic Education's report on the redeployment and replacement of principals of underperforming schools (DBE, 2013).

Redeployment and replacement of principals follows when schools have not been producing good results. If this happens, the principal is then expected to account for the poor performance and may lead to a school being declared an underperforming or priority school. Although there are many factors leading to schools being declared as underperforming, it seems that the principal is blamed without considering the external contextual constraints in the school environment. The external contextual constraints include the significant influence of teacher unions or teachers who are affiliated to unions that may cause the principal to have no control over what happens in the school. Van Onselen (2012) highlighted that the DBE should take account of the unions' role as a powerful external influence on the principal's inability to perform at school.

This study was motivated by two related factors: firstly, there is an indication that there are factors and constraints outside principals' control that could have a negative influence on the future careers of principals. Secondly, the study rests on the expectation of the Department of Basic Education (DBE) that principals must under all circumstances improve the quality of education and, if they cannot do this, they ought to be accountable for the low performance and that then threatens their jobs.

1.7 RESEARCH QUESTION, SUB-QUESTIONS, AND OBJECTIVES

1.7.1 Research Question

What are principals' management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province?

1.7.2 Sub-questions

- What are the strategies of principals in managing unionised and non-unionised teachers at school?
- What are the experiences and perceptions of teachers regarding the management strategies of principals on unionised and non-unionised teachers?
- What are challenges associated with management of unionised and non-unionised teachers at secondary schools?
- How can the management roles of principals be understood using their social-psychological context defined by the theory of Emotional Intelligence (EI)?

1.7.3 Aims

The broad aim of this study was to understand and develop the management strategies of principals in managing unionised and non-unionised teachers in public secondary schools in Gauteng Province.

1.7.4 Objectives of This Study

- To establish the understanding of management strategies of principals in managing unionised and non-unionised teachers at school.
- To examine how the principals and teachers view management strategies of principals in managing unionised and non-unionised teachers in secondary schools in Gauteng Province.
- To assess the current challenges associated with management strategies of unionised and non-unionised teachers at secondary schools.
- To establish the perceptions of principals regarding the effectiveness of the theory of EI as a tool for solving the challenges associated with the management of unionised and non-unionised using their social-psychological context.

1.8 SIGNIFICANCE OF THE STUDY

This study contributes to the knowledge base on experiences of principals in managing diverse groups of teachers and finding solutions on what strategies principals can use to manage such teachers. Not being able to manage teachers poses a considerable challenge to school performance thus serious compromising principals' jobs.

The literature reviewed in Chapter 2 indicates how the disruptions by teacher unions of the management of schools have affected the normal functioning of the school. There is minimal research on the successful application of management skills and styles that were used in the past by principals, and studies showing the principal's strategies in managing different teachers have not been largely reported or have received little attention (Fleisch, 2010).

There is also a reason why the researcher chose to focus on secondary education. According to Murangi (2017), secondary education is a critical stage in the education system as it links the school to higher education and to the labour market.

1.9 RESEARCH DESIGN AND METHODOLOGY

Chapter 3 of this research explains in detail the choice of the methodology the researcher decided to use. Turner (2010) indicated that a researcher chooses a research methodology to explain in detail how the research has been conducted and to find answers to the research questions. Creswell (2014) stated that the qualitative method is used to understand a social phenomenon from the perspectives of those involved in the phenomenon. In this section, the researcher chose to use qualitative research because it allowed the researcher to explore and understand the experiences of principals in managing the two sets of teachers at school and to explore the management strategies principals are using in managing these teachers.

1.9.1 Research Design (Research Paradigm, Approach, and Type)

The research design for this study was an interpretive case study that was analysed through the qualitative method. The research design of this study falls under the interpretivism paradigm. According to Thanh and Thanh (2015), the interpretivist paradigm is based on the assumption that social reality is created through the subjective experiences of people in an environment. According to Yin (2011:8), a qualitative approach is distinguished by its ability to represent the views and perspectives of participants as emphasis is placed on hearing their voices.

Using qualitative research in this study allowed the researcher to rigorously scrutinise the information supplied by participants during interviews, focus groups and observations to uncover strategies which principals can use in order to manage unionised and non-unionised teachers.

1.9.2 Research Methodology

The research focused on four public secondary schools in the Gauteng Province which were purposively selected. These schools were based in four education districts in Gauteng Province namely the Ekurhuleni North, Johannesburg North and Johannesburg East and Tshwane South.

The schools were a combination of former model C schools and ordinary public schools, the reason being that the majority of teachers in former model C schools are not affiliated to SADTU. Twenty-eight participants comprised of four principals, 12 unionised teachers and 12 non-unionised teachers participated in the study. Participants were both men and women

and principals needed to have five or more years of experience as principals of the same school. The participation of these three sets of participants was vital for this inquiry because of the perceived assumptions that principals have encountered a negative experience in managing unionised teachers.

1.9.3 Data Collection

Data was collected using standardised open-ended interviews, focus-group interviews and observation. According to Creswell and Creswell (2017), standardised open-ended interviews usually require respondents to answer a set of identical questions. The questions are worded so that responses are open-ended. This allows the respondents to contribute as much detailed information as they desire and allows the researcher to ask probing questions as a means of follow-up.

Recording devices such as an audio recorder and a note pad are used. The interviews took place after school to avoid disrupting teaching and learning. Each interview took about 45 minutes to an hour. The researcher also attended a few meetings such as morning briefings, SMT meetings and staff meetings to observe the way in which meetings were held and how information was conveyed to the staff by the principal. The researcher observed the interaction between teachers and the management team. A video recorder was used in the meetings after consent had been given by participants and note pad was used to jot down important points.

1.9.4 Data Analysis

Because data analysis in this study started during the process of data collection where interview transcripts and video for observation were used, this process continued through to the analysis of data. Qualitative analysis relies on the researcher's impressions and pays attention to spoken words and the frequency of emerging themes (Nowell, Norris, White & Moules, 2017). The researcher used thematic content analysis which requires reading and re-reading the transcribed data in its entirety and then identifying and interpreting themes that are supported by the collected data (Creswell, 2014). Data was compiled into codes following the six phases of coding while searching for themes with broader patterns of meaning.

The third-party consultant, a fellow researcher, was asked to review the codes and themes from the compiled data. This was done because the researcher needed to address the

researcher's potential biases. Themes were then reviewed, and once this was done, the final data report was produced. The data was linked to the research questions, aims and objectives to determine if they had been achieved. This process eventually led to the researcher's writing up the whole text using themes or topics from the data.

1.10 CREDIBILITY AND TRUSTWORTHINESS

Credibility and trustworthiness are relevant for this study because they are fundamental issues in any empirical research (Creswell, 2014). To ensure credibility, the researcher used triangulation, member checks, and peer-debriefing. The researcher also had a deep and close involvement with the participants to support the empirical study with sufficient data. Generally, this helped the researcher to be sure that the data was accurately recorded.

1.11 DELIMITATIONS AND LIMITATIONS OF THE STUDY

This study was delimited to a unique and small sample of participants. Therefore, the results may not be generalised beyond the population from which the sample was drawn. Delimitations are factors that affect the study over which the researcher generally has some degree of control (Bar-on, 2008).

This study sampled only public secondary schools; public primary schools were not part of this study. The reason for this choice was that the study focused on the management strategies of principals of secondary schools. Earlier in the study, it was mentioned that poor management of teachers by principals has led poor Grade 12 results (Yariv, 2011 & Msila 2011). In addition, Teacher unions are considered to be the primary contributors to the failure of the majority of secondary schools to function optimally; evidenced, for example, by the poor Grade 12 pass rates that have plagued education for many years (Cowen & Strunk, 2015).

1.12 CHAPTER DIVISION

Chapter 1: Orientation: Introduction and Background

This chapter provides the introduction and the background of the study, the rationale for the study, the problem statement, and purpose of the study as well as the research questions. Because the study is about the management strategies of principals, in this chapter, clarification and insights are provided regarding the role of principals and teachers according

to the relevant educational policies and laws. Different types of human resources found in schools are also clarified and their duties. The researcher also highlighted the reason for the study and have an indication of how the research question fits into the domain of educational management.

Chapter 2 and 3: Literature Review and Theoretical Research

In this chapter, the researcher reviewed the existing international and national policies and laws on the management strategies of principals as well as the duties and responsibilities of school principals and teachers. The researcher further consulted and reviewed the most recent and previous research that is related to the researcher's study. the researcher discussed the theoretical framework which underpins the researcher's study which is the theory of EI.

Chapter 4: Research Design and Methodology

In this chapter, the implementation of the proposed qualitative research methodology and the selected designs, sampling of participants and data collection instruments and strategies are presented.

Chapter 5: Data Analysis

In this chapter, the researcher describes in detail the analysis of the collected data by highlighting the voices of the participants through direct quotations and then the analysis of data through themes and topics. The methodology addressing data sources is also described thoroughly.

Chapter 6: Data Presentation and Analysis

In this chapter, the researcher interprets the results that emerged from the data analysis.

Chapter 7: Findings, Contributions, Recommendation and Summary

This chapter provides the results of the data analysis and findings of the study. The researcher first provides the information regarding the participants' response rates and response demographics and then discuss the results of the data analysis under each research question.

In the summary, the researcher give a brief recap of the entire study which included a summary of the literature and empirical findings as well as the relevant conclusions drawn from the findings and the results of the data analysis leading to an answer to the researcher's research question. Finally, in this chapter, the researcher presents recommendations that emerged from the study.

1.13 CHAPTER SUMMARY

This opening chapter laid the foundation of the comprehensive report on the researchers' investigation into the management strategies of principals in managing unionized and non-unionized teachers. The study has given a brief discussion on some significant dominant factors that led to the failure of principals in appropriately leading and managing schools, which ultimately led to under-performance of schools. The study believe that there may be other external and contextual factors that have not been observed in the past which might have had an influence in the way principals manage diverse teachers. The study therefore suggested that a serious investigation to establish the strategies that principals have used or might use in managing such factors was needed. The next chapter presents a detailed review of the literature and the theoretical framework for the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The researcher found it important to start by relating to two important terms that have led many researchers to go astray when conducting their research including a literature review. To many researchers, a conceptual framework is given the same meaning as a theoretical framework. To others, these are different terms. Although many researchers equate the meaning of the two terms, this study agrees with Imenda (2014) who perceives that the two are different when one takes into consideration the principle of induction and deduction in academic writing. According to Imenda, deductive approaches to literature review start with theory while inductive approaches start by developing a conceptual framework that may take the form of a conceptual model before being related to a broader theoretical framework. This is why in many cases, quantitative research approaches begin with a theory with the intention to test hypotheses from a deductive point of view. On the other hand, qualitative approaches begin with a conceptually inductive approach to the literature review to develop or enhance a theory depending on the nature of the problem under study.

Based on these views, the inductive approach was chosen because the nature of the problem in the context of this study is such that the conceptual framework needs to be established first. It is also necessary to mention from the onset that even if the conceptual framework or the theoretical framework are different, they are not considered separable. Concepts are discussed in the context of theories while theoretical frameworks are made up of related concepts.

The sections of this chapter critically discuss previous and current literature related to the following main headings which follow the objectives of this study:

- Understanding theoretical principles and practices of managing unionised and non-unionised teachers in schools.
- Challenges associated with management strategies of unionised and non-unionised teachers at secondary schools.
- Principals and teachers' perceptions of management strategies of unionised and non-unionised teachers in secondary schools in Gauteng Province.

2.2 THEORETICAL PRINCIPLES AND PRACTICES OF MANAGING UNIONISED AND NON-UNIONISED TEACHERS IN SCHOOLS

2.2.1 Concepts

Imenda (2014) made a vast contribution to research by claiming that concepts reflect theoretical concerns and ideological conflicts. It is true that theories connected to management from a broad perspective, narrowed to human resources management, as well as unionism again from a broader perspective narrowed to teacher unionism, operate within theoretical concerns and ideological conflicts whose discussion is assumed to lead to further development and enhancement of new theoretical perspectives through development of conceptual frameworks. Liehr and Smith (1999: 7) defined a concept as “an image or symbolic representation of an abstract idea”. On the other hand, Chinn and Kramer (1999: 252) saw concepts as the components of the theory which “convey the abstract ideas within a theory”; they also saw a concept as a “complex mental formulation of experience”. This being the case, the following section gives a brief overview of how other researchers perceive the concept ‘management’ from a broad overview in its developmental trend.

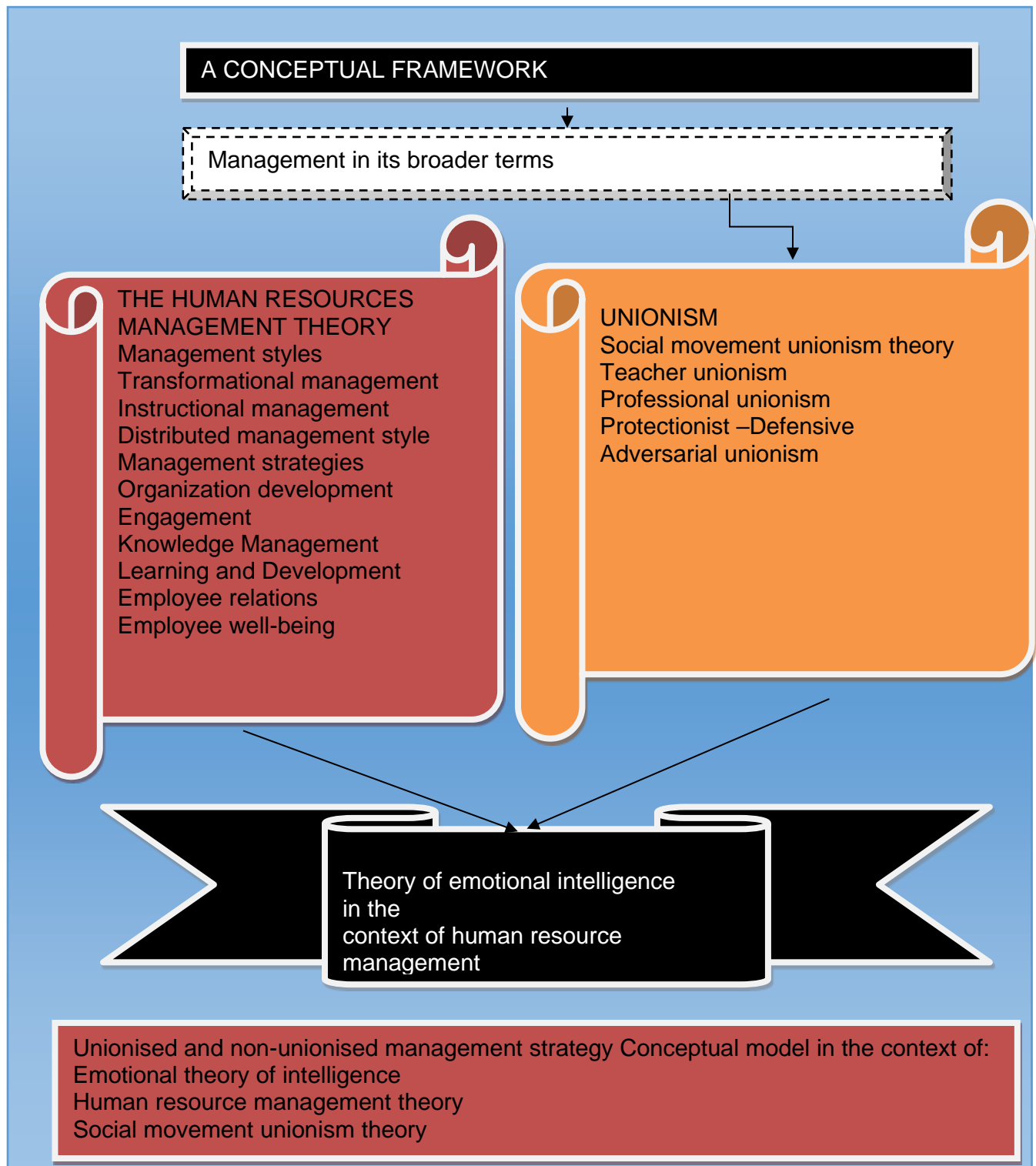


Figure 2.1: Conceptual framework (Researcher's own)

Based on the above discussions, this research is guided by a conceptual framework that the researcher devised specifically to guide her research and help focus the study on the research questions that the study posed and sought to answer. The conceptual framework in

this study was developed after the researcher had conducted a critical literature review on the topic. From this review, several key concepts were identified and a mind map that helps link these concepts.

2.2.2 Understanding Management from a Broad Spectrum

Management is a term that has been defined by many experts. The simplest and well-known definition given by many management researchers is associated with the following activities: focusing, planning, controlling, coordinating, organising and controlling. Prasad (2020) and Szczepańska-Woszczyńska (2020) confirmed this but add that these activities are aimed at achieving organisational goals by using human beings as resources, among other resources such as finances. Van der Mescht and Tyala (2008), with specific reference to school management, identified decision-making as another function of management.

The brief focus on the components of management reflects the importance of the link between human resources management and organisational relationships. Making theoretical comparisons has always been the cornerstone of human development in terms of management. Critical analysis and evaluation of different management theories based on the above assumptions have led to the development of management theories geared toward building better working relationships.

Traditional models of management such as the Theory of Scientific Management by Frederick Taylor, the Administrative Management Theory by Henri Fayol, (Peaucelle & Guthrie, 2012), the Bureaucratic Theory of Management by Max Weber (Koorasani & Almasifard, 2017) and Behavioural Theory of Management (Winston & Patterson, 2006; Waring, 2016) have received considerable criticism for creating poor human working relations in different organisations. This is why there was a gradual development of modern management methods geared towards addressing this anomaly. The management processes and approaches were linked to organisational behaviour. Research indicates that understanding how organisations work has been a common focus of scientists and scholars (Griffin, Phillips, Gully, Creed, Gribble & Watson, 2020).

Just as organisations have evolved, so too have the theories explaining them. These theories can be divided into nine different “schools” of thought (Shafritz, Ott & Jang, 2005): classical organisation theory; neoclassical organisation theory; human resource theory; or the organisational behaviour perspective; modern structural organisation theory; organisational

economics theory; power and politics organisation theory; organisational culture theory; reform through changes in organisational culture and theories of organisations and environments. This study starts by focusing on the concepts related to the human resources management theory before relating this to other theories relevant to the study.

2.2.3 The Human Resources Management Theory

Factors that contributed to the development of the human relations theories are associated with the tyrannical approaches to traditional management where workers' humanity was not valued in different organisations. The traditional approach to management was bureaucratic, such as the scientific type of management where humans were expected to work like machines which entirely relied on fuel for productivity (Shafritz, Ott & Jang, 2005). An ordinary machine had no brains to think like a human being. The human relations theory gained prominence in the late twentieth century, where the focus shifted to a realisation that employees can contribute to decisions and have the potential for creativity if given the opportunity, unlike a machine which only needs human effort to manipulate its operational functionality (Shafritz et al., 2005). In other words, human resources management approaches differed from the traditional bureaucratic and hierarchical structures where channels of communication were characterised by top-down directives and commands (Bisel, Messersmith & Kelley, 2012; Roethlisberger & Dickson, 1967).

The human relations school recognised individual and social relationships as the cornerstone of productivity in the context of an industrial environment where goods were manufactured for profit. Human resources management focused on attributes like empowerment, participation and democratic approaches to management as important aspects of work-related commitment for organisational effectiveness (Shafritz et al., 2005). A fundamental assumption of human resource theory according to Shafritz et al. (2005) is that an organisation exists to serve human needs (not the reverse). These needs extend to work-related benefits as salaries, career choices, and promotion as well as work-related opportunities (Shafritz et al., 2005). However, for an organisation to survive, it also needs and depends on human resources. This assumption is based on the view that people within an organisation should share ideas, skills and expertise while expending energy on the process of production (Shafritz et al., 2005). The following assumptions underpin the human relations approach to management:

There is a mismatch between the workers' expectations and organisational demands. This assumption is purely based on the view that if the worker does not receive what they expect from the organisation, there will be some form of resistance. In other words, if the organisation has an exploitative working culture, the workers will, at some point, turn against the organisation. Such types of negative reactions are associated with disrupting organisational effectiveness.

A good matching relationship between the worker and the organisation is mutually beneficial. This assumption is based on the view that as long as workers are satisfied in their work, and are developed in terms of their job competence, both the worker and the organisation benefit. Such good working relationships are encouraged in the context of the human resources theoretical framework.

From a general point of view, the above aspects are assumed to be the characteristics of an organisation characterised by flexibility. The assumption is that creativity within employees is encouraged by the development of a working environment that ensures human growth, continuous development and improvement. The assumption is that if human beings are highly valued, working relationships become friendly and work-related behaviours and attitudes become positive.

Lastly, it is assumed that employees' behaviour can also influence the organisation in either a negative or positive manner. In other words, the behaviour of the workers in an organisation may shape the organisation including the structure of the management. On the other hand, the behaviour of management may also influence the success of organisation. This is the reason why research in the field of human resources focuses more on such management aspects as leadership, motivation, individuals in teams and groups, and power and influence which seem to be important aspects for organisational growth and development.

2.2.4 Human Resource Management in the Context of Educational Institutions

Successful management and leadership at school occur when the manager can ensure that good management of human resources is done effectively (Taylor, Cocklin, Brown & Wilson-Evered, 2011). In line with this thinking, Singh (2013), indicated that not being able to manage human resources, particularly in a school context where the school is characterised by unionised and non-unionised teachers, is one of the shortcomings in principals' practice nowadays. While it is acknowledged that principals and school leaders have an impact on the

schools they manage and lead (Crawford, 2012), it is equally important to note that they cannot work in isolation from their teachers. Robinson, Lloyd and Rowe (2008) and Eberlein (2015:23) posited that the greatest impact that principals have on their schools is evident in the strategical plans they derive and how they use human resources, which has an impact on the teachers and, through them, on the quality of teaching that takes place in schools. In sharing this sentiment, Gu, Sammons and Chen (2018) stated that the role of the principal as a school manager and leader is a pivotal factor in school effectiveness and school quality.

Previous researchers have dealt with topics that touch on the concepts of management and leadership, acknowledging the distinction between leadership and management, while other researchers have emphasised the importance of applying the correct leadership and management styles by principals at schools. Eastcott (2016) posited that in education, leadership and management skills matter, while Robinson et al (2008: 25) and Huber and Hallinger (2012:359) indicated that schools can only be classified as successful when they are managed by a principal with competent and sound management and leadership skills.

Van Deventer and Kruger (2011:68) linked leadership to change while management was linked to maintenance and maintaining order at school. Bush (2007:392) saw the two concepts as very important and overlapping; therefore, they need to be given equal credence and importance by principals if schools are to operate effectively and efficiently. Botha (2004:239) described leadership as an administrative task of distributing resources or planning and coordinating activities. He further placed emphasis on the importance of principals as managers and the concept of management as having much to do with the management of human resources.

Management requires principals to actively involve themselves with building close relationships with teachers who will eventually bring about change at schools through their teaching. He further pointed out that management is more a process that involves making and implementing plans and strategies to ensure the effectiveness of delivery of the core functioning of a school which is teaching and learning. Considering that this study sought to understand the management strategies of principals in managing teachers who are union and non-union members, a deeper understanding of what the concepts of management are, is vital.

The literature reviewed in this chapter focuses on several topics: it begins with a clarification of the two concepts of management styles and management strategies to clear the confusion that is often associated with their use. The chapter also provides a brief description of the development of the selected management styles which were emphasised by previous researchers and implemented by principals as a way of creating order at school especially where teacher trade unions are politically strong. These styles have been recommended for principals to use as an accepted practice in the improvement of management by previous researchers. The brief description is done to promote a better understanding and increase insight into the management strategies of principals.

2.2.5 The Distinction between Management Styles and Management Strategies

Previous research in education has indicated the need to understand the distinction between management style and management strategy. Over the past decades, the debate over the most suitable management and leadership role for principals has been dominated by three styles: instructional, transformational, and distributional (Hallinger & Huber, 2012).

2.2.5.1 Management style

Different researchers have provided similar definitions of the concept of 'management style'. However, they put emphasis on what the principal or school manager has to do for the successful management of teachers in general, but not of diverse teachers at schools. According to Li et al. (2016), management style is the method used by a person in a superior position to manage an organisation or group of people. It is traditionally construed as the extent to which a manager emphasises or displays his or her particular type of management skill which is measured by the frequency of a specific management behaviour or attitude. This means that the way in which the principal manages teachers and their work activities is another aspect of this expanded definition.

According to Spillane, Harris, Jones and Mertz (2015), management style refers to a manager's unique style of handling employees; it is the principle that underlies the methods, abilities, and techniques that managers use in handling or managing human resources within an organisation.

Schleh (1977) saw management style simply as an adhesive that binds diverse people and functions and human beings together. This was echoed by Swanepoel (2008) who stated that

management style is a philosophy or a set of principles by which managers capitalise on the abilities of people; he summed up his definition of management style by further stating that it is not a step-by-step procedure on how to manage but is a framework of choices that permits managers to rely on the initiative of their people.

- A brief description of the development of the three main management styles

To effectively develop and equip principals to manage schools, researchers identified three basic styles of management that are aligned to meet the strategic objectives and transformational goals of the delivery of quality education (Badura, Vavrová, Bikár & Kmet'ko, 2017; Kasemsap, 2017). The adoption of a management style aims to ensure the efficient and effective management of the human resources by principals at schools, particularly the teachers, who are entrusted with the responsibility of ensuring that the ultimate goal of curriculum delivery is attained. Below is a description of the types of management styles that have mostly been recommended by researchers.

- Transformational management style

Transformational management style is described as the process of influencing people to accomplish organisational and personal goals. It has to do with inspiring employees to meet their emotional needs. The managers use this kind of style to intellectually stimulate employees while recognising that exercising charisma or personal power is central to success (Eatwell, 2006). It was held that the preparation of teachers as reflective professionals has been achieved by principals using this management style (Bascia & Rottmann, 2011). This management style was identified at a time when things were getting tough for principals at schools particularly with leading and managing teachers, as teacher unions were stepping out of their initial objective of representing their members at schools and moving to exerting pressure on principals, dictating how teachers were supposed to be managed (Eatwell, 2006).

- Instructional management style

This management style involves working with teachers in areas specifically related to curriculum and teaching (Cruickshank, 2017). According to Pont, Nusche and Moorman (2008), to improve school management, effective school management will generally come from engagement in instructional management which will include principals involving themselves in the work of teachers at schools and maintaining high visibility. Martin and Sass

(2010) indicated that principals use an instructional management style to manage teachers and motivate teachers to use the right attitude in the classroom environment.

- Distributed management style

The concept refers to a shared, collaborative or participative practice that focuses essentially on the interactions between principals or managers, and their teachers. According to Harris (2013), the distributed management style has come to prominence in school management discourse to achieve the participation and empowerment of teachers and to create democratic schools. Harris (2013) postulated that principals have used this management style in schools to secure the commitment of teachers particularly the unionised teachers who were difficult to manage. He saw this as an act of sacrifice on the part of principals which sadly led to the downfall of many school principals.

Bush and Glover (2014) indicated that a distributed management style encapsulates multiple sources of influence within the school that will make the running of the school more successful. They also viewed this management style as problematic in that it exposed principals to external influences such as teacher unions. The teacher unions found it to be a perfect opportunity to dictate how schools would have to be run. This was a problem in that when an unpopular decision needed to be made, unionised teachers often resisted, sometimes with excessively disruptive behaviour and even violence. Thus, the idea of unions taking over did not contribute to the building of a culture of learning and teaching at school. Distributed management style is intended to build positive relationships with teachers and empower other managers such as the SMT to lead. It has more to do with the organisational change (Leithwood, Mascall & Strauss, 2009), but it has been regarded as an opportunity to wrest power from those who have legitimately been appointed to leadership positions in schools, and to use it as a weapon against authority (Daniëls, Hondeghem & Dochy, 2019), an unfortunate unintended consequence of this style.

2.2.5.2 Management strategy

The core of the discussion in this study is based on the management strategies of principals in managing unionised and non-unionised teachers at school. The definition of management strategies is radically different from the management styles. Management strategy is described as a purposeful action or a design for action; it is a way by which the school plans to fulfil its mission and aims (Spillane, 2012).

Principals are expected to be educational strategists faced with making strategic discourse to manage diverse teachers at school (Khumalo, 2018). They need to use strategic plans and actions to bring about change in the way schools are managed and they are given management and leadership mandates that demand enhanced performance of their schools.

Since the main objective of the school is to deliver successful teaching and learning, management is expected to implement adequate control over the influence of external factors that may disrupt the main objectives of the school; external factors such as politics of unionism which if not controlled affect school management (Msila, 2013). The problem of the management of unionised teachers at school cannot be solved by using a good style alone. It is rightly expected that principals should use the correct management strategies coupled with an effective management style to ensure that teachers are managed properly regardless of their diversity or affiliation.

The Government Gazette Vol 433 (Department of Education (DoE) 2001) on management and education at school mandated that the DoE should be willing or able to invest in efforts to transform education. The gazette also touched on issues of management of schools under the topic 'prevention is the cure'. It further stated that if education were to lift the standard of living and the condition of poverty in the country then education must take priority, and the emphasis should be on empowering principals to manage diverse teachers at school. The evidence so far is that the management styles recommended by most researchers have not yielded good results particularly in the management of unionised and non-unionised teachers at school. It remains to be seen whether the application of management strategies will change things for principals at school.

There is a belief that management strategies are profoundly influenced by the external factors in which an organisation operates. Management strategies seem to vary widely between organisations. Suddaby and Foster (2017) asserted that management strategies varied due to organisational characteristics, such as the type of a manager or principal, purpose of the school or institution, operating environment, and the influence of external factors like unions. Given this diversity, it would seem impossible for all organisations or schools to be managed in the same way, even though political attempts are often made to impose uniform management strategies upon all schools or principals particularly on the issue of how unionised teachers at school are supposed to be managed.

In recent years, tremendous advances in education have had profound effects on the choice of management strategies for principals. It is important to identify the most suitable strategies of management to the specific operating circumstances of an organisation, in this case, the management of unionised and non-unionised teachers.

According to Grissam and Bartanen (2019), management strategies influence the performance of the individual teacher or their groups particularly if recognition is given to teachers' diversity or their affiliation and thereby influence the school's performance. They further pointed out that school success is largely determined by the way work is organised and by the way people work with each other, cooperate with the management and commit themselves to achieving to goals of the organisation.

The inability of managers to manage diverse teachers is one of the important factors that affect schools' effectiveness. A good match between management strategy and management style will substantially influence a principal's effectiveness as a manager. Because teacher unions have emerged as the primary voice of opposition against principals, principals need to employ appropriate strategies in the management of schools, especially because teacher unions have not been seen as a vehicle for positive educational change (Sibiya, 2017). Management strategies are discussed briefly below from an academic point of view. Specific strategies set out what the organisation intends to do in the following areas:

- Human capital management strategy – In the context of school management, this involves such activities as analysing data to obtain information on how to use teachers as an important resource of the organisation by applying carefully considered strategic operational decisions (Boon, Eckardt, Lepak & Boselie, 2018).
- Corporate social responsibility strategy –This strategy calls for the principal of a school to manage an organisation by considering both human and organisational ethics such as respect, moral values, and dignity as a way of creating a positive impact, not only within the school organisation but within society and the environment as a whole (Chang, Nguyen, Cheng, Kuo & Lee, 2016).
- Organisation development strategy – This is a management strategy used by school principals to implement intervention strategies for school functionality particularly where important organisational changes are expected. This strategy can be used successfully

in situations where conflicting groups exist within the organisation. The idea is to create good working relationships within the organisation (Chang et al. 2016).

- Engagement strategy – Engagement of employees in school policy planning and development and implementation is considered a very important strategy which the principal of school can use to motivate teachers to take ownership of activities geared towards achieving organisational goals (Shibiti, 2020).
- Knowledge management strategy – This involves creating opportunities for knowledge sharing and development for the enrichment and effective participation of teachers in school activities (Tran, 2020).
- Resourcing management strategy – This is where the principal of a school is expected to put certain mechanisms in place to make sure that it attracts and retains high-quality people (Chang et al., 2016).
- Talent management strategy – This strategy may be used by principals to identify talented teachers within the organisation who can influence individual teachers or groups of resistant teachers to align themselves with expected organisational changes for organisational success (Tran, 2020).
- Learning and development – There is an assumption according to research that a lack of knowledge promotes resistant behaviour among teachers in school organisations. A principal is therefore expected to create an environment that encourages continuous learning and professional development (Tran, 2020).
- Reward strategy – Research found that the use of rewards is an important strategy that can reduce tensions in a school organisation. Both internal and external rewards are important to recognise outstanding performance or organisational contributions without bias or favour towards the recipient (Tran, 2020). In other words, reward policies should be planned, designed, planned and developed for implementation to ensure achievement of organisational goals.
- Employee relations strategy– Establishment of good working relationships has always been considered the core of human resources management. Managers are encouraged to apply relevant strategies to engender good relationships in schools with union and non-union teachers (Chang et al., 2016).
- Employee wellbeing – Research has also found that poor working conditions in schools stimulate hostile relations between teachers and school managers, particularly where unions are concerned (Yin, Huang & Ly, 2018). Because of this, principals of schools are

expected to ensure that such employee needs such as health and safety are given adequate attention and to provide a supportive environment conducive to a positive working culture.

This study is designed to look at the shortcomings of principals in the management of unionised and non-unionised teachers at schools since it has been perceived that principals do not know the strategies to use in managing teachers, particularly since the previously proposed styles of management were not that successful. To understand the concepts of teacher unionism and non-unionism, the following section begins by briefly highlighting the concept of unionism from a broader spectrum in the context of the Social Movement Unionism Theory.

2.2.6 Understanding Unionism in the Context of the Social Movement Unionism Theory

The word 'unionism' is perceived in various ways. While some see unionism from a political point of view, others link it to the dimension of human relations and labour rights. In the sense of trade, unionism is characterised by actions taken with a view to protecting and promoting workers' rights in an organisation.

From a sociological point overview, any form of a social movement such as unionism is associated with an organised group of people within a certain organisation, community or society at large whose purpose is to initiate change in situations where social justice practices are not respected (Scipes, 2014). Social justice principles include such aspects as fairness in the stipulation of salaries, safe working conditions for employees and the institution of human rights policies.

Research indicates that one cannot detach social movement unionism from political and socio-economic influences (Scipes, 2014). In other words, social movements are well structured and organised groups of people who come together to share common interests because of socio-economic and political injustices (Masiya, 2014). In the context of developing countries, many studies have made reference to COSATU in South Africa as a very good example of a social movement trade union with a modern-day perspective that pursues the objectives of fair wages in the workplace and conducive working conditions (Chun & Williams 2013; Masiya, 2014). COSATU is a well-known labour union with thousands of South African workers as members (Masenya, 2013). This union was formed to address

the unfair labour practices from the apartheid era in all organisations, both industrial and civil service (Masenya, 2013). As a social movement union, COSATU played a critical role in contributing to social change by demanding the abolition of apartheid; rolling back neoliberal economic policies in post-apartheid South Africa and, today, continues to be a key player in representing workers. However, COSATU's influence in the post-apartheid era has been affected by its adoption of alliance politics, use of formal structures of incorporation such as the National Economic Development and Labour Council (NEDLAC), intra-union conflicts and the reduction of its historical militant approach, among other challenges. COSATU is the largest trade union with SADTU as one of its affiliates (Masenya, 2013). COSATU is a partner in the ruling political tripartite alliance that includes the African National Congress and the South African Communist Party (SACP). Worldwide, most public-sector unions are known to support left-wing political organisations. SADTU is no exception (Masenya, 2013).

Other researchers maintain that the conflictual socio-economic and political gap created by colonial exploitative systems of governance and the colonised communities gave rise to such social movements. This is probably the reason why social movement unionism has also been defined as a highly mobilised form of unionism usually acting in opposition to repressive political regimes and exploitative workplaces in newly industrialised countries of the developing world (Masiya, 2014; Chun & Williams 2013; Von Holdt, 2003).

Apart from South Africa, Brazil is also one of the countries that is also often noted by many researchers as having active social movements aimed at promoting democracy at very high levels as a result of governance failures (Masiya, 2014; Chun & Williams 2013; Von Holdt, 2003). In addition, Novelli (2004) confirmed that the Philippines is also one of the identified countries with social movement activities geared towards the renewal of democracy.

2.2.7 Education Trade Unions for the Teaching Profession

2.2.7.1 Understanding the concepts of teacher unionism and non-unionism

- Teacher unionism

According to McCollow (2017), teacher unionism as applied in the field of education is aimed at protecting and supporting the rights of teachers and other staff within a school organisation by a formal group of affiliated and united members. The affiliated members of teachers serve the purpose of protecting and promoting the collective interests of teachers and other

educational workers (McCollow, 2017). Many researchers identify a variety of models of teacher unionism.

The first one is linked to the social unionism theoretical philosophy and the other one is associated with self-interest motives (McCollow, 2017; Vachom & Ma, 2015). While the social movement type of teacher unions is mostly interested in promoting public education at large, special interest groups focus largely on promoting issues that satisfy their self-interests only (McCollow, 2017). The relationship between teacher unions and educational policymakers has always reflected three contesting categories of union teachers: one that inspires negotiations and promotes professionalism, and others that are characterised by conflict and antagonism (i.e., they are adversarial) (Bascia & Stevenson, 2017; Masenya, 2013). Whether from a professional or antagonistic perspective, the main purpose of any form of teacher union is to address the common interests of educators as well as to design and implement strategies on how those interests will be met (Vachom & Ma:2015). It has been realised that most of the negotiations between unions and the employers focus mainly on unfair practices associated with salary and other benefits, unfair labour practices related to work conditions and policy implementation-related issues. McCollow (2017) mentioned that there have however been many arguments in the context of teacher unions as to the level to which “professional issues” should be regarded as a union-based activity. The argument is based on the view that the professional model as applied within the context of teacher unionism has never worked considering that teachers’ top concerns are mostly focused on work-life balance, salaries and wages, benefits, and employee rights and privileges at work. A study conducted by Stevenson, Milner and Winchip (2018) in the European education system found that that, although global policy stipulations include an obligation to undertake teachers’ professional development programmes, there is sufficient proof that teachers experience restricted chances for professional learning growth because of challenges associated with adversarial unionism. Such problems have been identified as follows:

- Inadequate access to professional development. All too often teachers are not able to access high-quality professional development because it is simply not available. Public expenditure on education has been badly affected by the 2008 economic crisis and investment in training and development has often been an easy target for cuts (Stevenson et al., 2018:6). Teachers have few contractual safeguards that guarantee them both

access to professional development and the time to undertake it. Teachers often undertake professional development in their own time and at their own expense.

- Poor quality and inappropriate professional development. Where professional development is available, it is often driven by the needs of the employer and government priorities. Teachers are not able to determine their own professional needs and have little control over their own professional development. Professional development can be experienced as irrelevant and an imposition, driven by external pressures and performance management targets (Stevenson et al., 2018:6).

The following are the proposed strategies which professional trade unions are expected to implement in order to address the above highlighted professional challenges (Bascia & Stevenson, 2017, Schleicher, 2012; Stevenson et al., 2018:7):

- Developing an extended bargaining agenda: the importance of social dialogue. Building professional issues into social dialogue processes ensures that teachers have a genuinely independent voice to represent them and that contractual safeguards embed and protect teachers' rights to professional development.
- Meeting teachers' professional needs: educating the educators. Education trade unions play a key role in ensuring teachers' access to professional development by providing professional learning opportunities independently or in partnership with others.
- Facilitating self-organising. Engagement in teachers' professional needs opens up opportunities for self-organising in which union members work together to identify and address their own professional needs. Such approaches support individual teachers but also help build the collective capacity of the union organisation.
- Shaping the discourse about quality education and support for the teaching profession. Education trade unions act as advocates for quality education and investment in education as a public good. This work performs a vital role in framing the narrative about public education and can help shift popular thinking about investment in the resources required to address the problems identified in this report.
- Building alliances and developing partnerships. Education trade unions work with a wide range of governmental and non-governmental bodies to ensure teachers' professional needs are addressed.

Although unionism can be identified in the above categories, some researchers like McCollow (2017) argue that such divisions as professionalism unionism or adversarial unionism are prompted by organisational models prevailing in the same organisation. The traditional popular scientific management techniques and bureaucratic organisational models that centralise decision-making are still common in many schools. School principals who are caught up in such approaches to management have been found to create adversarial forms of teacher unionism where teachers are guided by control and directives in decision-making in terms of curriculum delivery and implementation (McCollow, 2017). Resistance to such strict authoritative educational stipulations and instructions from the top is associated more with the creation of conflict between the school management and the teachers than with promoting professionalism. However, Tambwe (2011) is of the notion that although democratic organisational structures are rare in many African countries including South Africa within the education system, they are characterised by a cooperative and participative approach to management. This is associated with social unionism theory which focuses on state-teacher relations within the constraints of the existing economic and social system (European Commission, 2017). This is connected with the professional model of teacher unionism which emphasises the importance of professional and educational policy issues (Schleicher, 2016). It provides an adequate basis for teacher union reform in a collaborative and collegial manner between the management and the educators in order to achieve one common goal.

Professional teacher unionism is viewed as part of a broader movement for social progress rather than merely being focused on narrow self-interest (Vachom & Ma, 2015). It calls for participatory union membership, education reform to serve all children, collaboration with community organisations, and a concern for broader issues of equity (European Commission 2017). A conceptual model designed by Masenya (2013) reflects the challenges of the divisions between professional unionism and adversarial unionism in the South African schools as illustrated in Figure 2.2 below.

Although the conceptual model designed by Masenya seems to have been derived some years ago, it, however, adds value to this study by providing different dimensions of unionism as related to social movement unionism, professional unionism and antagonistic or protective-defensive unionism. The right part in the above diagram reflects the positive role of unions in making vast contributions to the improvement of teaching and learning quality in all professional respects (Masenya, 2013). On the other hand, the left part depicts the antagonistic form of unionism with negative behavioural attitudes to professional

development regarding the teaching and learning process (Masenya, 2013). Analysis of the two rival groups of unionism, however, provides a focal point for the source of challenges associated with unionism in a school set up.

By making reference to the South African education union policies, all the teacher unions are expected to adopt and maintain the values and principles of the right side of Masenya's conceptual model (professional unionism) geared towards supporting the teacher's professional ethics aimed at improving the quality of teaching, the learning process and the school management systems. In other words, the teacher union policies are clearly stipulated to ensure that educators maintain their professional responsibility of guiding the learners and safeguarding the interests of learners in making sure that they are not prejudiced by employees.

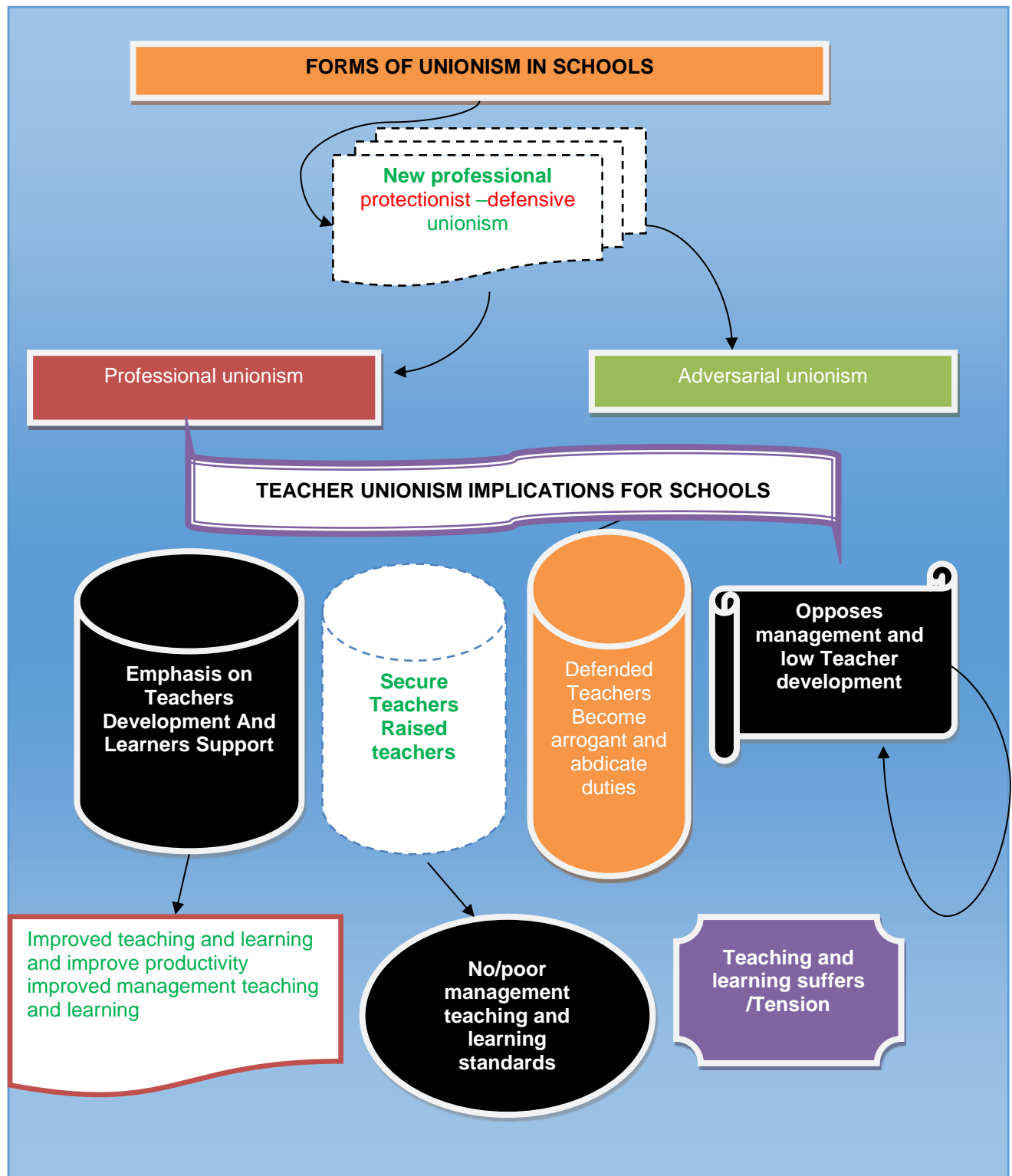


Figure 2.2: Forms of unionism in schools (Source: Masenya, 2013:21)

The SACE Act 31 of 2000 as amended, has been mandated to set and maintain these ethical and professional standards for educators, and advise the Minister of Basic Education and the Minister of Higher Education and Training on the following (SACE, 2018: 5-6):

- the minimum requirements for entry to all levels of the profession.
- the standards for programmes of pre-service and in-service educator education. the requirements for promotion within the education system; and
- educator professionalism.

In line with its mandate, in late 2016, SACE set up a Standards Development Working Group of representatives of all key stakeholders in the educator system including teacher unions and related associations that came out with a draft of professional teaching standards (PTSs) that was finally gazetted in November 2018. The draft outlined what is expected of educators in terms of their ethical and professional teaching practices (SACE, 2018: 5-6). These PTSs for South African teachers consist of 10 standards which are necessary and interlinked components of professional practice (SACE, 2018: 8-9):

- Teaching is based on an ethical commitment to the learning and wellbeing of all learners.
- Teachers collaborate with others to support teaching, learning and professional development.
- Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.
- Teaching requires that well-managed and safe learning environments be created and maintained within reason.
- Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.
- Teachers make thoughtful choices about their teaching that lead to achievement of learning goals for all learners.
- Teachers understand that language plays an important role in teaching and learning. Teachers are able to plan coherent sequences of learning experiences.
- Teachers understand how their teaching methodologies are effectively applied. Teaching involves monitoring and assessing learning.

In order to relate the component of adversarial unionism (highlighted in green in Figure 2.2) followed by the stipulations of the SACE Draft of Professional Standards highlighted above,

Masenya (2013) makes a further valid analysis of South African teachers' unions according to their values/principles and stance on teaching and management. The researcher found it worthwhile to use the same analysis to serve the purpose of the current study.

Although much has been said about Masenya's (2013) conceptual model, this does not necessarily mean that the protectionist-defensive unionism also referred to as adversarial unionism has been neglected. There are two different perspectives identified on this viewpoint. On one hand, as highlighted before, it is viewed in the context of Masenya's study as an antagonistic type of non-formal unionism that criticises other unions and management practices by way of disrupting the normal running of the schools. On the other hand, it is regarded as a group of teachers who have formed an informal union that is not officially registered and recognised. Members of this type of union are associated with undesirable attitudes towards school management, teachers, learners, and the community at large. They are anti-professionalised.

On the other hand, protective-defensive unionism is associated with members of a formally recognised and officially registered unionism that criticises managers and non-unionist teachers by indulging in the following anti-professional activities (Vachon & Ma, 2015).

- opposition to management because it views management as oppressive;
- defending and protecting teachers even when they are wrong or unproductive; and
- neglecting professional duties which makes them prone to conflict with other school stakeholder groups.

Such type of unionism which is within the context of this study is associated with social disruption by means of strikes and demonstrations which results in a negative impact on the quality of teaching and learning. In the South African context, this type of unionism is much associated with the activities of SADTU, unlike other teacher unions whose members are not known for violating professional ethics.

Most of the practices of SADTU as discussed in Chapter 1 do not seem to comply with the expected stipulations of the legal policies for South African teachers which are interlinked to components of professional practice (SACE, 2018: 8-9): In other words, agree that SADTU has dishonoured its commitment to practice values and principles towards professionalism, school management, and the learners. Several researchers in the South African context seem

to agree that SADTU displays the descriptions and characteristics of a protectionist-defensive union that is adversarial and antagonistic in nature (Masenya, 2013, Glaser 2016, & Kara 2017). To make matters worse, the union represents most of the teaching staff in the South African education system. In view of this, the unprofessional behaviours of SADTU members have counteracted the approaches of NAPTOSA, NATU, and SAOU that are not being given an opportunity to practise positive unionism that has positive implications for the development of professional relations with stakeholders. Negotiations are conducted in the form of high levels of social dialogue (Social movement perspective) (Masenya, 2013). The main challenge with these unions is that they form the minority in terms of membership. Lack of professionalism among teachers is one of the problems that is affecting the quality of teaching and learning in South African schools (Musundire, 2015). The implication is that there is a positive correlation between teachers' professionalism, quality of teaching and quality of learning. Data shown in Figure 2.3 below is from the survey conducted by Stevenson et al. (2018) in the European context. It highlights the varied techniques in which trade unions support the professional development of members, and that this is a significant part of the unions' commitment.

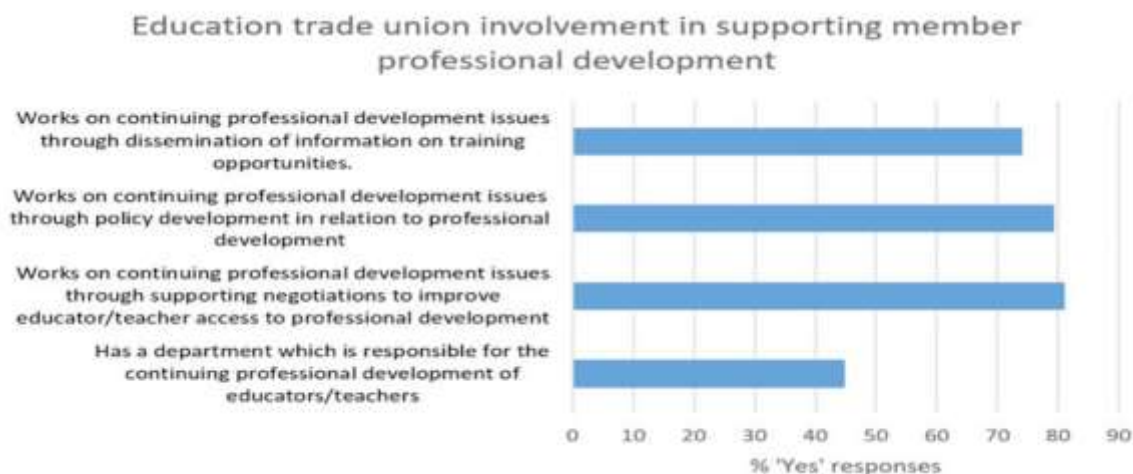


Figure 2.3: Data showing teacher unions' support on professional development (Adapted from Stevenson, Milner, Winchip & Hagger-Vaughan, 2018: 22):

The above graph shows that more than 80% of respondents indicated they were involved in negotiations to improve members' access to professional development, while slightly less than half of respondents indicated their union had a dedicated department to support the professional development of educators. The implication of the results is that strengthening

the teachers' professional needs by way of social dialogue promotes professional motivation, and quality of teaching and learning (Stevenson et al., 2018: 22).

Reverting back to the South African context, already a wide gap is seen where the concept of human resources management in terms of implementation has created confusion among school managers on how to handle such conflicting interests in the same organisation, professional and non-professional making further reference to Masenya's (2013) conceptual diagram, this study views another group of teachers in the same organisation that has not been given attention even by other South African researchers in the same field.

These are the non-unionist teachers. Instead of only focusing on professional and non-professional groups, one must not forget that, on a daily basis, the school managers are confronted with three conflicting group interests instead of only two as mentioned before. This study focuses on the relationships between unionist teachers, non-unionist teachers and the school management taking into consideration that activities of the few professionally positive unions have been overwhelmed by their dominant rivals (SADTU members); hence, unionist and non-unionist teachers are the major areas of focus. If the non-unionised teachers are overlooked, one would not get the overall picture of the complexity and magnitude of the phenomenon of management strategies in the context of unionism and non-unionism. Although considerable research has been done on unionism including challenges and prospects, limited research attention has focused on non-unionism. There is also a need to know and understand the role of non-unionism and its direct or indirect influence in organisations as related to professional unionism, adversarial unionism and the management team. Hence, this study embraces this neglected component of the school organisation. It is also important to understand that in many countries, it is a choice to either belong to a union or not.

2.2.7.2 Non-Unionism

Non-unionism is defined as a state of not being involved in membership of a labour union (Taras, 2006). Donaghey, Cullinane, Dundon and Dobbins (2012) stated that non-unionism denotes a situation where workers are not affiliated to any trade union. Non-unionist teachers, therefore, are those teachers who are not officially registered with any union for varied reasons. Although South African labour law grants teachers' freedom of association with any formal teacher union, some educators have opted for non-membership.

Freedom of association is one of the rights of people terms of the Bill of Rights (s 23(2)) -(5) of the Constitution as follow (S23 of the Constitution of South Africa Act 108 of 1996; Vettori, 2006: 63-64):

Every worker has the right to-

- a) to form and join a trade union;
- b) to participate in the activities and programmes of a trade union;
- c) to form and join an employers' organisation; and
- d) to participate in the activities and programmes of the employers' organisation.

The above stipulations do not indicate any form of compulsion to join a union or not and the emphasis on freedom is very clear.

However, even if some of the teachers do not belong to a union, they are still expected to meet the expected to perform their duties by complying with expected levels of professionalism and enjoy all the benefits of collective bargaining done by other unions. Not much research has been done on the roles of such a group of teachers which in the South African context has also experienced victimisation for lack of partnership with the adversarial unions like SADTU. Under such circumstances, the principal is also tasked with managing this group of non-unionist teachers apart from the unionist group. For this reason, the principals are tasked with looking for appropriate management strategies to manage the two groups, union, and non-unionist teachers. Apart from the highlights given in the previous sections, the next section gives more details of unionism in the South African context.

2.2.7.3 Unionism in the South African context.

In South Africa, there is a dearth, of information about the feud between teacher unions and the school managers, teacher unions and governors and between teacher unions and the DBE. Msila (2014) researched the power relations between teacher unions and school managers where he went as far as to say that the teacher unions have moved from their initial responsibility of representing their members at school to use their members to take on principals and become a hindrance to the school's functionality.

Heystek (2015) dealt with the issue of principals being held accountable for the academic results and performance of schools. He addressed the disputes between teacher unions and principals wherein principals asserted that they could not be held accountable as there were

too many external factors leading to their inability to manage teaching and learning, factors such as the unions' influence over how schools are supposed to be managed.

Bush, Duku, Glover, Kiggundu, Kola, Msila and Moorosi (2009) dealt with the leadership practice of the principal in managing teaching and learning. Ryan, Nathaniel, Pendergast, Saeki, Segool and Schwing (2017) indicated that because of external and contextual factors, principals felt they had insufficient strategies to control and manage teachers and their performance at school. Siewierski (2015) and Du Plooy-Cilliers, Davis and Bezuidenhout (2014) researched what teachers thought about teacher unions. Cameron and Naidoo (2016) wrote about the management of performance in South African basic education in which teacher unions and politicians stated that they would not interfere in any way with the activities of the schools. Research by Madikida (2016) and Legotlo (2014) has proven to be seminal in the debate of how teacher unions see whole school evaluation as judgemental and not developmental to teachers and schools, a view that is seen as an impediment to the running of the school.

Govender (2015) wrote about the participation of teacher unions in policymaking, where it was mentioned that what teacher unions had tabled as their responsibilities over their teacher members at school had not to be adhered to by teacher unions. Managing unionised and non-unionised teachers depends on the collaboration and teamwork of the SMT and the DBE.

Management decisions at school are usually characterised by conflict and disagreement between unionised teachers and principals, given their different interests. In his study of school leadership and teacher' unions in South Africa, Willis (2016) indicated that the principals are entrusted with the managerial role of addressing resulting conflict in ways that yield functional synergy and constructive outcomes that enable schools to respond to educational needs of learners. The purpose of this study is to help to identify ways in which is a profile of the preferred management strategies can be developed.

Lack of management effectiveness at school has become one of the most contentious problems in schools (Edinyang, 2017; Mohapi, 2013). We cannot separate school performance from the management of teachers because the principal is accountable to the Ministry of Education for the use of human resources, which means, if human resource management is not performed properly by the principal, this may be a barrier to the school's effectiveness. Reinke, Herman and Newcomer (2016) recommended the identification and

the implementation of the most appropriate management strategies at school since the management of teachers is affected by external factors that primarily lead to performance problems and the malfunctioning of the school.

Bush & Glover (2016), in their findings corroborated the report by DBE (2016) which hinted that teacher unions will view principals as adversaries who mistreat their members. The researchers that teacher unions make the leadership and management tasks of principals to be difficult by protecting bad teachers, who in the process disrupt the normal functioning of the school and make the life of principals unbearable. In particular, the conduct of teacher unions concerning the lack of adherence to their roles and responsibilities as prescribed in the applicable laws and procedures posed a serious threat to teaching and learning.

In addition to the related research on teacher unions, a study carried out by Motsosi (2011) found that the central problems with education are not pedagogical but are fundamentally political; he believes that teacher unions have a corrosive influence on South African schools. He further stated that there are complexities in managing schools that have strong teacher unions.

The complex needs of learners and the cry for higher standards of achievements by the DBE are just a tip of the ice bag but the management of unionised and non-unionised teachers are one of the daily realities that principals face at school. The National Development Plan (NDP) in 2012 as quoted by Willis (2016), states that there is a need to develop policies that will strengthen the management and leadership of principals at schools. The NDP proposes policy improvement for principals in the management of the school, a duty that is entrusted to the DBE because it is a national priority. This should provide principals with greater powers over the external influences or the politically interested groups who have a particular interest in how their teacher members are being managed at school.

The function of the principal is strongly influenced by legislation, policies, and unions notably, and these are not unexpected challenges. Typically, the running of the school is no longer based on the calibre of the school management but rather inspired by teacher unions and politicians. Even after the principals were developed and encouraged to attend developmental courses such as the Advanced Certificate in Education (ACE) in educational management, they still cannot manage diverse teachers in terms of their affiliations. The ACE deals with equipping principals to manage schools more effectively, particularly, diverse

teachers and exposes them to respond to the challenging issue of teacher unions, but, surprisingly, principals are still experiencing challenges at school.

Principals were assured that once they took the ACE course in educational management as an essential and the mandatory part of the principals' continuing professional development in school management rather than a remedial appendage for ineffective performance, schools would run smoothly (Mampane,2015).

Bush and Glover (2016) pointed out that the influence of teacher unions at school has filled principals with considerable anxiety and frustrations. He stated that there is a chronic lack of cooperation between the SGBs and principals and teachers which has contributed to the principals' ineptitude. In sharing the sentiments, Msila (2014) pointed out that strong union affiliations lead to the paralysis of school management, with negative consequences for teaching and learning.

The management strategies of the principals can play a crucial role in cementing the relationship between unionised and non-unionised teachers and principals. Nowadays, the role of principals in managing unionised and non-unionised teachers requires strong management strategies and diplomacy. Mestry et al. (2017) stated that the appointment of principals with poor management skills has created an array of problem issues such as poor performance of learners and criticism from teacher unions, thus making schools more difficult to manage and lead. Bayar (2016) indicated that while we view the role of the principal as ensuring that the best possible resources are supplied and monitored, meaning employing the best teachers with credentials and who possess good morals as their attributes, we also need to ensure that the human resource management role of the principals is attended to.

Xaba (2011) posited that the management of human resources at schools is required to ensure that teaching and learning are of a high quality and that it happens without fail. This statement supports the rationale for the study.

Earlier in this study, it was indicated that one of the reasons why the researcher would like to pursue this study is that principals have to account for the poor performance of learners, an issue that is very unsettling to principals. Hoadley et al. (2009) indicated that principals have a particularly challenging and complex yet crucial role to fulfil. Its complexity can be seen where a principal has to perform different roles as expected by the DBE, and managing human resource is one of such roles. It is quite clear that resistance by teachers to take

instructions can distract principals from leading the school in its central task of teaching particularly when it is not attended to effectively. Based on such a task, the principal's strategies for managing unionised and non-unionised teachers is very important. Principals would like to enjoy the cooperation and support of every teacher at school including those affiliated to unions.

A critical element in managing teachers is when principals are able to use the correct managerial strategies to accommodate and even manage the politically diverse teachers at school. If not so, the phenomenon of excessively large number of teachers affiliated to teacher unions poses a threat to most principals.

Bloch (2009) asserts that major developments are needed at school especially with the high number of teachers who are concerned with the political functioning of the schools where teacher unions rule. Bloch indicates that, because managing unionised teachers in South African is very difficult, the principal must be proactive and be able to identify problems and propose a strategic solution. He further stated that principals are under constant pressure to seek more diplomatic solutions and strategies in order to manage teachers who belong to a union. This is done in order to avoid tension and protracted labour disputes.

Monare (2010) indicated that principals have no choice but to manage teachers effectively because the future of learners at school depends on their management strategies and skills. Van der Berg, Taylor, Gustafsson, Spaul and Armstrong (2011) claimed that it is surprising how few committed efforts to managing unionised teachers have been made by principals. They further postulated that managing teachers who are union members is a process that needs serious consideration and, if it is not managed properly, it might hamper the education of children at school.

The importance of this issue rests in the assumptions that the management of teachers relies on the strategies that the principal will employ. According to Spaul (2013), one of the reasons that contribute to lower performance of learners at school, or the quality of education in South Africa, which ultimately makes the principal's work more challenging is the crisis caused by unionised teachers at school. He posited that unionised teachers spent less time in the classroom teaching while in other countries such as America and Brazil teaching and learning is not so problematic as teachers teach when they are expected to do so. Cases of neglect

of duties need a principal who will be able to maintain his strategic position and effectively use it for the benefit of learners and other teachers who are not union-affiliated.

The literature reviewed in this study had a broad view; researchers agree that it has been extremely difficult for principals to manage schools, particularly teachers who are unionised. There is no evidence clarifying how principals have succeeded in managing this situation thus far. As pointed out earlier in the study, considerable attention was given to management and leadership style, skills, and roles of the principals. The issue of the principals' inability to manage schools or teachers and the influence of teacher unions on the principals' role have both received limited research. This is the gap that the study is trying to close by trying to understand managerial strategies of principals in managing unionised and non-unionised teachers at school.

2.2.7.4 Principals' management role of diverse teachers at school

This section deals with why teachers, regardless of their diversity or affiliation, must be managed by the principal or managed by the SMT. The concept 'diversity' traditionally is defined to mean a range of different things. It is a condition of having or being composed of a variety of elements, although, with the inclusion of different types of peoples, diversity will then mean people of different races or culture (Du Plessis & Bischoff, 2007).

Diversity can be classified as perceived or visible and invisible diversity. Perceived or visible diversity refers to people of different social class, gender, age, ability, ableness, sexuality, religious, racial, or ethnic background. There is a narrow meaning of invisible diversity and it mostly affect employees or people in organisations or educational institutions. Invisible diversity is clarified as the difference in political affiliation or opinion in an organisation or institution and this definition makes sense when diversity is separated from distinct racial characteristics (Du Plessis & Bischoff, 2007).

It is usually characteristics or traits that we usually do not see when we meet or interacts with others. According to Cochran-Smith and Fries (2011) who completed a study on teacher education for diversity, in the educational context, invisible diversity has more to do with different types of teachers at school such as teachers who are affiliated to unions and those who are not; their diversity exists in their affiliations. This kind of diversity has to do with an individual teacher's classification as far as teacher unions are concerned. Notably, diversity

based on political affiliation can affect the role of the principal if it is not well-managed. The definition of invisible diversity fits very well with the topic and the focus in this study.

Managing politically diverse teachers at school is essential if schools are to function successfully. The existence of invisible diversity has serious pedagogical implications for schools. It is believed that it is not easy to identify a teacher that is affiliated to a union until the problem arises. It is not obvious like in perceived or visible diversity where people's differences in colour and gender, just to mention a few, can be clearly identified. It is understood that, in most cases, problems caused by diversity in politics at school have to do with teaching and learning. It is again interesting to note that invisible diversity can impact the school's day-to-day running when it hampers the development of classroom management skills or content-related skills and it may also be linked with the teacher's professional practice at school.

A professional school principal is the educational manager, and this includes managing teachers as well in addition to other duties. Principals are responsible for the work performance of all teachers at school, unionised or non-unionised; the management tasks of the principals are of the utmost importance and are probably the biggest element of the principals' role and task (Botha, 2004). Teachers are the human resources of schools and their duties are to help the school to achieve a high level of performance. The work of Botha (2004) in this regard has proven that the role of school principal as the manager has undergone great changes; it went from complete obedience and control of the principal's work by the DBE, to the delegation of autonomy in all aspects of school life and education. This statement by Botha (2004) indicates that principals are given the right by the DBE to use their ability to make their own decisions about how unionised and non-unionised should be managed at school rather than being influenced by external forces. If this right is not being successfully exercised by principals in managing diverse teachers, then the goal of teaching and learning may not be realised.

Findings revealed by Mestry (2017) indicated that in South Africa, there is no formal preparation for aspiring or practising principals to take on leadership and management positions except courses offered at university level to equip principals to the position of leadership and management. He further stated that, in many emerging economies in developing countries, substantial investments have been made in education with the hope of employing highly skilled principals but there is still a growing concern globally that many public

schools are not functioning at their optimum. Kalvans (2012) who researched the role of the principal in the education system, corroborated this when he stated two ideas about the role of principals in managing diverse teachers as used in the context of this study. Firstly, he pointed out that principals used to show understanding of their role and succeeded in management in all respects. Secondly, he stated that principals are no longer viewed as the driver of school success due to some external influences or external interests. Initially, principals could influence not only their schools or teachers in their supervision but could also influence the performance of learners by effectively managing curriculum as well. Nowadays, however, it seems that there is no support system for principals particularly with the management of diverse teachers at school. Not all principals feel empowered to influence decisions and activities of teachers.

It is important for teachers to be managed, and for that to happen, the principal's role must be recognised. Principals have a crucial role to play, and their management role must ensure that the fundamental purpose of the school, which is, developing and organising the learning process is attained (Mahlangu, 2014). The recognition of this purpose is entrusted to principals, but can they achieve it alone?

In answering this question, Mahlangu further contended that schools need teachers for the purpose of the schools to be attained because teachers are the most important resources in the teaching and learning enterprise, and they also have the most direct impact on learners. No wonder they ought to be managed by principals. From the discussion above, for school to effectively run, we need teachers, but teachers cannot work without being managed. The principal is expected to identify and even implement plans and strategies of managing these diverse teachers (unionised and non-unionised) in order to ensure the effective delivery of the core function of a school, namely, teaching and learning.

Having said that, it is important to note that most international researchers concur with the belief that many principals lack the relevant knowledge and skills to lead their schools and manage teachers effectively and this has some serious implications for learner performance (Grissom & Loeb, 2011 and Zepeda, Bengtson & Parylo, 2012). It is surprising to realise that some principals do not understand their duties as managers. Gosling, Bolden and Petrov (2009) argued that principals tend to overlook their responsibilities of managing teachers and instructional leadership because they are too busy attending to their administrative duties, either resolving conflicts among role players or maintaining learners' discipline.

While we understand that the major changes in principalship have been caused by the expectations placed on them by the DBE, which have moved from the demands for management and control to accountability for learners' performance (Heystek, 2015), it is important for principals to develop human relation skills in managing teachers and develop a joint plan with the SMT to ensure improvement in school results which relies on effective teaching, a duty entrusted to teachers. Bottery (2016) stated that schools suffer this way because principals are inadequately prepared for their management and leadership position or they simply lack the necessary skills and strategies to lead schools and to manage teachers effectively and efficiently.

2.2.7.5 Necessary professional qualification of principals in South Africa

Are the demands in the principals' professional qualification high enough to carry out such functions as managing and leading the school and teachers? Mestry (2017), in his article about empowering principals to lead and manage public schools, pointed out the necessity for principals to acquire the right qualifications as an initiator for change at school. While we understand that South Africa is one of the few countries that do not require compulsory and specific qualifications for principalship and that there are no rigorous criteria for teachers to be appointed as principals (Bush, Kiggundu & Moorosi, 2011), the expectations of principals by the DBE have moved from the demands of management and control to the demands for an educational manager who can manage diverse teachers with the correct skills and strategies. Taking a formal course at a university such as the Advance Diploma in school leadership and management is one such qualification that aspiring principals may take to enhance their knowledge in managing human resource. Mestry (2017) emphasized that the principal with a knowledge of human resource management or school management can ensure sustainable development of management for different types of teachers at school, and only the principal as the manager can make it possible to achieve good results in the work of every teacher regardless of their diversity.

2.2.8 Educational Laws and Policies relating to the role of principal as a manager

Educational laws and policies of South Africa such as the South African Schools Act 84 Of 1996 (SASA, Educational Labour Relation Council, resolution no 6 of 2000 (ELRC) and the Employment of Educators Act 76 of 1998 sum up the role of principals as heads of the school as follows:

- The fulfilment of management and leadership tasks set by the educational authorities and the educational laws of South Africa.
- In collaboration with the SGB, the principal is also responsible for the selection, provision, and appointment of human resources at school.
- Implementation of all aspects of the curricula, for example, monitoring and management of curriculum.
- Proper usage of all resources, such as the financial resources, infrastructural resources, and the human resources (performance).
- To provide management and leadership within the school;
- To guide and supervise the work and the performance of the staff;
- To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations, and PAM; and
- To achieve the use of educational resources and sustainable implementation of education at school.

The role of the principal as a manager of teachers is not an easy task. It may not be fair for a principal who has not had the relevant experience, knowledge, and qualifications to manage diverse teachers at school. Bush (2004) believes that the principal has a significant role which demands certain qualifications such as the ability to evaluate the influences of the outer environment such as teacher unions. He further indicated that principals must be equipped to develop a new understanding of their management role and to develop new strategies. In this study, managing unionised and unionised teachers might be chaotic; the principal is required to concentrate on the need to achieve the goal of teaching and learning by creating the strategies to help to manage the relationships among diverse teachers.

According to Bush and Odura (2006), managing teachers has become complex in all aspects of education, and this includes principals' roles and responsibilities, laws, and regulations in education. The management of teachers means the management of teaching and learning. Principals' management strategies have a direct and significant impact on teaching and learning.

An important job of the school principal is to be the leader and the manager of human resource among other duties. It is the prerogative of the principals to see to it that all strategies are put in place in managing the school and all its resources.

Govender (2015) argued that principals are reluctant to take decisions particularly when a teacher is a member of a union. Furthermore, the researcher pointed out that the way in which principals deal with or manage the unionised members is not the same as the way in which they manage the non-unionised members at school. At school, principals are aware that any managerial strategy that they would want to employ that has a bearing on unionised teachers and cannot be implemented without first consulting with the unions. Then we ask, how can principals manage teachers?

Abdullah & Kassim (2011) stated that the working relationship between teachers, teacher unions and the principals has been characterised by conflict, suspicion, and mistrust. It is widely acknowledged even by the DBE that the management of teachers in general has become a problem to most principals in South Africa (Mestry 2017). In particular, the DBE, which is legislated to develop national policies such as Section 4 of the National Education Policy Act, no 27 of 1996 singled out two important issues as school finance and human resources management (Mestry,2017). This policy looks at developing policies for the planning, provisioning, monitoring, finance, governance and managing of education.

Among other things, as stipulated in the above statement, this policy is aimed at providing guidance to school principals on managing finance and human resources in order to improve the state of affairs of financial and human resources management in schools. School principals should have the confidence that the department will assist in equipping principals with the management of teachers at school since it has identified it as a problem for most principals. What is not clear is when the DBE is prepared to render such help to school principals and, in the meantime, what should happen to those principals who are still unable to manage unionised and non-unionised teachers?

According to Taylor et al. (2011), successful management and leadership strategies occurs when the school manager and leader can ensure that the management of human resources is done effectively. Although the researcher has not indicated how a good and correct management strategy can be identified and be used by principals, from Taylor's statement, one can deduce that the principals must come up with a strategy to use in managing unionised and non-unionised teachers. We are led to believe that there are many disruptions at schools by teacher unions indicated by the statement made by former Minister Jay Naidoo who indicated in the media that teacher unions, particularly SADTU, have a huge impact in the current status of education in South Africa. He further asserted that teacher unions have

enjoyed turned the education system around to suit their own agenda and not much has been done to change the situation; in fact, the DBE has largely been silent on the matter (Naidoo, 2017). Proceeding from the argument by former Minister Jay Naidoo, we can then therefore assume that principals are important catalysts for school functionality and the establishment of the culture of teaching and learning in schools.

The roots of disorder at school lie in the interference of teacher unions in the management of teachers, a case that may not be simple for principal to win unless they come up with proper strategies. Patrinos, Barrera-Osorio and Fasih (2009) indicated that the extent to which teacher unions exert control over the education system, and the level of conflict that exists between them and the government are significant factors influencing learner performance. This raises questions as to how principals have been managing such pressure, what strategies they have employed in managing such teachers at school or in combating the unions' level of influence.

While we expect teaching and learning to happen at school, the work of the principal mediated through teachers becomes very important, but where cooperation is not exercised and insurmountable resistance from teachers is exerted, teaching and learning becomes impossible. Heystek (2015) posited that irrespective of the external influence of unions over school managers which has made it impossible for schools to run, school managers must be able to work in a democratic and participative way with teachers. The matter of investigation is based on understanding the strategies that principals used in managing two types of teachers (namely, unionised and non-unionised) that are found at schools.

2.2.9 The Complexity of the Principals' Role as a Manager

As highlighted in the previous sections, research indicates that understanding how organisations work has been the focus of scientists and scholars until the early part of the twentieth century. Just as organisations have evolved, school principals' management strategies have also been changing in line with organisational behaviours (Shafritz et al., 2005). The discussion in this section put into perspective how management of human resources has changed nowadays and thus making the task of managers and principals difficult. It also briefly highlights the different strategies and theories that most managers in any organisation applied as a way of solving the challenges they encountered.

Critical analysis of the need for change management was determined by the organisational structure, classical organisation theory, neoclassical organisation theory, organisational behaviour, power and politics, changes in organisational culture and organisational climate. Amid all these complexities associated with the principal's role of implementing the principles and strategies of management is the human resource theory also known as the organisational behaviour perspective.

A complex phenomenon of managing teacher unionists and non-unionists has created serious challenges for management; hence, there is a call for new change management strategies from the human resources theoretical perspective. There is evidence from research that most school organisations are still implementing strategies of planned change in the context of unionism and non-unionism that are failing to bring about peace in their school organisations (Shafritz et al., 2005).

Research has indicated that the challenges of unionism and non-unionist already exist. There is also evidence that most of the management strategies being applied are not working. In other words, there is an indication that in some school organisation, there are currently conflicts between the unionist and non-unionist staff in the school in which the principals are supposed to apply proper change management principles (Bush & Glover 2016, Heystek 2016 & Botha 2019). There is also evidence that the differences between the professional behaviour of the school management, the unionists and non-unionists have escalated to such an extent that even new organisational changes aligned to school educational policies are being met with opposition that disrupts working relationships. This shows an immediate need for change in school and conflict management strategies that will alleviate conflicts in the management of teachers.

Previous research agrees that contemporary approaches to change are largely focused on efforts to develop strategies to control change and manage organisational conflicts as well as to ensure professional harmony, growth, and development to achieve the goals of the organisation. The taxonomy suggested by Robert Chin is used as the basis of the first discussion in this section (Brown, 2000). Chin posits that there are three major strategies, namely, empirical-rational strategies, power-coercive strategies, normative-reductive strategies (Brown, 2000). These strategies are discussed by the study below as options that some principals have used to resolve challenges they have encountered.

2.2.9.1 Empirical-Rational Management strategy

This strategy is research-centred with the research findings being used to change practices in education (Brown, 2000:238). The strategy is appreciated for its contribution in trying to bring about collaboration between researchers and educational practitioners. The strategy is also valued for addressing the challenges of communication and knowledge production among different educational stakeholders as a way of bridging the gap between theory and practice (Brown, 2000). Although the strategy sounds effective in principle, implementation has been associated with challenges. Many principals have been found to lack the capacity to apply logical reasoning and research skills in collecting informative data convincing enough to change organisational behaviour among unionist and non-unionist teachers. To support this view, a study carried out by Boyne, Gould-Williams and Walker (2004) found that the implementation of the strategy has negatively been affected by the lack of resources and poor expertise.

2.2.9.2 Power-cohesive management strategies

Unlike the empirical-rational management strategy, the power-coercive strategy uses sanctions and threats to obtain compliance from any resistant group in an organisation. (Tjosvold & Leung, 2004). Riasi & Asadzadeh (2016) supported this view by mentioning that, the use of power tactics is still common among professionals despite the persistent contributions made by researchers in respect of power-sharing as a means of building teamwork work and collegial relationships. These researchers stated that rationality, reasoning, and human relations are all secondary to the ability to affect changes directly through the exercise of power. Tensions between school managers, unionist and non-unionist teachers are being fuelled by this tyrannical approach to management. Principals are exerting power to gain control by issuing executive orders and handing over directives.

Coercive power is defined by Reid and Kawash (2017) as the ability to take disciplinary measures for non-compliance by punishing people as a means of changing their behaviour and attitude and to withhold rewards from employees in an organisation. In respect of this view, Reid and Kawash (2017) related power to influence and not as an actual instrument for forcing permanent changes. Although some researchers argue that the power-coercive strategy works well in some organisations based on the perceptions that teachers comply for fear of victimisation and being penalised in form of disciplinary action, according to other

studies, collegial human relations play the most important role in implementing permanent behavioural changes among the whole staff so that organisation goals can be achieved (Thomas, Rienties, Tuytens, Devos, Kelchtermans & Vanderlinde, 2020).

2.2.9.3 A normative re-educative strategy

According to Altawaty and Ambarek (2020), the normative re-educative strategy is based on an understanding that organisation and people are quite different from the orientation usually held by the empirical-rational and the power-coercive strategy which are still classified as essentially classical or bureaucratic and tend to see organisations as an entity apart from people. Organisational theory in this view deals with human responses to organisations rather than human activity in creating organisations.

Normative re-educative strategies of change, on another hand, posit that the norms of the organisation such as attitudes, beliefs, and values can be deliberately shifted to more productive norms by collaborative actions of the people in the organisation. In the context of managing unionised and non-unionised, the strategy emphasises the need to close the gap between management, unionised teachers and non-unionised teachers by means of professional collaboration.

The argument is that the power-coercive strategy has taken hold and escalated to such levels that school principals insist on change and adapt the strategies that promote human collaboration before attention is given to the teachers. It is an authoritative, top-down approach Altawaty and Ambarek (2020).

However, the normative-re-educative strategy has also not succeeded in improving the relationships between unionist teachers and non-unionist teachers. This calls for the understanding and development of other management strategies which may ameliorate the situation (Buchanan & Huczyski, 2010; Leavitt, 1978).

Although there have been further developments in management strategies geared towards a change of behaviour and attitudes, there is still a missing link when it comes to understanding what leads to disruptions in work-related relationships that seem to be encountered daily. The following strategies have been developed, namely, the empirical-rational management strategy, power-cohesive management strategy, and a normative-re-educative strategy, but

all have encountered implementation challenges but there is no evidence that it was implemented by principals when managing unionised and non-unionised teachers

2.2.9.4 Lewin's change management strategy

One of the important models when it comes to understanding organisational change and change management is the forcefield model which perceives that there are forces that have a great influence on human behaviours associated with beliefs, principles, opinions, expectations, sentiments, ideas and cultural norms (Lewin, 1947).

This strategy was developed based on the perception that most of the changes done in school organisations are temporary and most of the teachers have a tendency of looking back to their old ways of behaving, and their bad habits. In other words, Lewin's change management strategy focuses more on making sure that any change in behaviour must be positive and eventually permanent instead of going back to bad habits that did not have positive outcomes. Another aspect of the change management strategy is that the only way to change the behaviour of non-unionist teachers and unionist teachers is not to focus on changing the behaviour of one single individual of the group but to consider changing the whole team since they form part of a social group (Lewin, 1947).

The strength of Lewin's model lies in the belief that the relationship between school managers, unionist teachers and non-unionist teachers which is beset by conflicts and unnecessary differences that disrupts smooth running of the school, be changed and the changes must be made permanent in order to ensure stable organisations. In the context of South African schools, the major change needed is permanent positive behavioural changes among union members so that they do not return to the old habits of professionally disruptive behaviour. To maintain this level, Mills, Dye, and Mills (2009:42-43) mention that according to Lewin's change model, there are two different driving forces of change identified. Some are internally driven (from a person's own needs) and those imposed or induced by the environment (Mills et al., 2009:42-43).

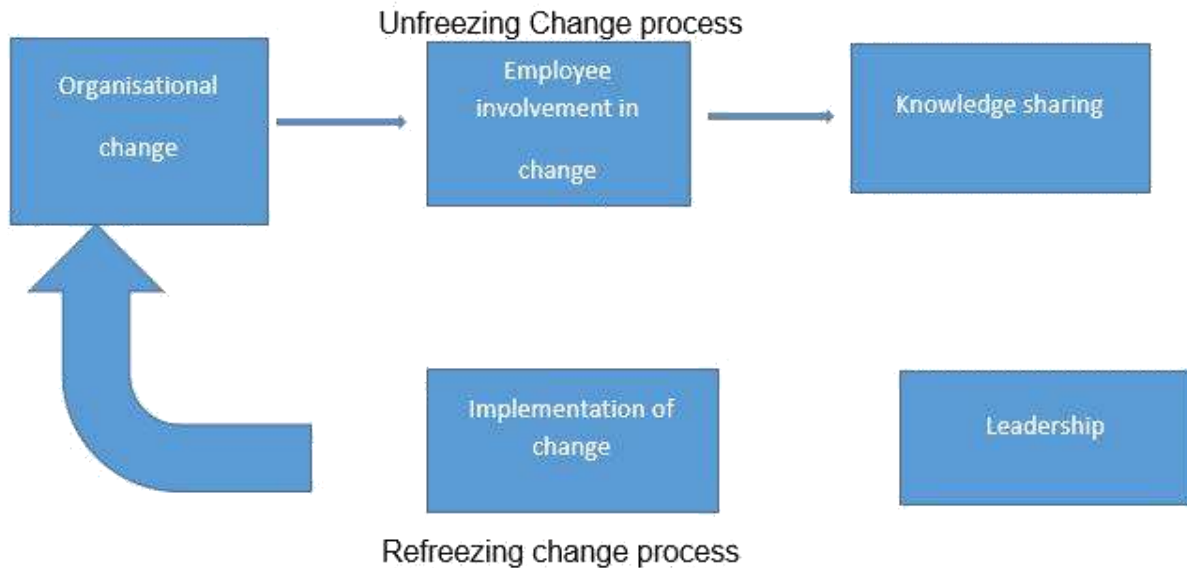


Figure 2.4: Organisational change process showing different stages (Source: Hussain, Lei, Akram, Haider & Hussain, 2018)

Figure 2.4 illustrates that Lewin's change management strategy comprising three main stages, namely, the unfreezing stage, the change process stage, and the freezing stage. The terms can be related to the scientific process of an ice block which changes its shape when exposed to high temperature, by undergoing an unfreezing (melting) stage where it becomes liquid. When exposed to low temperatures normally of 0 degrees Celsius, the same water refreezes and changes to a new shape in the form of an ice block again. In a school organisation, the freezing stage is a stage whereby forces which seem to disrupt normal school activities are reduced. This is aimed at creating a school positive school culture that provides a convenient environment to make a positive change within the behaviour of teachers such as unionists and non-unionist teachers.

In other words, one would say that at this stage, the hardened hearts of the group of teachers who are loosened in the same way the ice block is frozen and melting. The expected change (new and positive behaviours) are then implemented during the unfrozen stage when the pressure of the current forces is still at minimal levels. In other words, the unprofessional behaviour among unionist teachers is assumed to have been remodelled into a new positive shape. The final stage is the refreezing stage whereby the school principal reinforces new changes in the form of new policies, school practices, school structures, task allocations, and other important changes in curriculum delivery.

- Unfreeze – In any organisation, workers are always exposed to a feeling of resistance whenever expected changes are about to take place. This is the reason why communication is considered an important tool during the unfreezing stage. The above diagram illustrates that all teachers whether unionists or non-unionists should be involved in making decisions about the need to make any change. Researchers agree that pressures associated with group conflicts are common when teachers feel disregarded and unrecognised (Khanye, 2018).
- Transition (Change)–This stage in a school situation is crucial since it is at this stage where the principal ensures that once the change is introduced, this then starts a transitional phase which is characterised by a process that stretches over a long period. It is not an easy process for the manager to have to apply effective leadership qualities so he should be committed and positive in his attitude to ensure the process is a success. During the change process, the involvement of everyone in the organisation must be maintained. Knowledge sharing is an important aspect for a democratic leader to ensure that there is consensus along the way. It must be noted that the teachers at this stage need proper guidance and support during the change process so that the principal can win full support and compliance on the part of everyone involved. It is a process where the teachers also need to understand the benefits of the expected changes so that they will buy in to the new behaviours.

Although Lewin did not prescribe specific leadership styles to be adhered to, democratic approaches have always been recommended for collaboration. Prescriptive styles of leadership are associated with resistance to change. As the teachers eventually agree to comply with the changes, implementation takes place. This leads to the last stage which is discussed below:

- Refreeze stage: This is the final stage where the school regains its stability based on confirmation that expected changes have been acknowledged and positively implemented. Both the school managers and school staff accept the new behaviours and rules. Refreezing is expected to be supplemented by such incentives as offering motivational rewards, and appreciative recommendations to reinforce change so that it becomes permanent without letting teachers go back to their old ways of behaving.

According to Khanye (2018) change management strategy is the one that is successfully used in modern organisations. In the South African context, however, it is criticised for its complexity in resolving challenges that constantly erupt from teachers' unionism. In the South African context, the model looks good on paper, but implementation can have negative outcomes because it fails to accommodate employees' feelings, opinions, and experiences. Other writers such as (Jansen, 2007, Bush 2008, Christie 2010 & Dewey 2012) have also confirmed that principals who have attempted to implement the model ended up resorting to bad habits of autocracy and top-down approaches which then invites more resistance among union members.

Other change management models such as Kotter's Eight-Step Change model and McKinsey's 7-S model are not so popular in the South African schools as they have also been criticised for providing a lot of theoretical content and have not been implemented successfully.

2.2.9.5 Implications of the management strategies and theories for unionism and non-unionism

In line with the theoretical discussion in Chapter 1, Thorndike (1920) first defined the concept of EI (Buchanan & Huczyski, 2010; Furnham, Eracleous & Chamorro-Premuzic, 2009; Leavitt, 1978). It has already been highlighted that psychological theories applied in the field of management mainly focus on problems related to fatigue, stress, frustration, boredom, and other emotionally-related working conditions that could affect work performance (Buchanan & Huczyski, 2010; Leavitt, 1978). It has also been highlighted that theorists have recently increased their contributions to include learning, perception, personality, feelings, training, management and efficiency to some degree (Buchanan & Huczyski, 2010; Leavitt, 1978). This goes for all the management strategies discussed above. The power-coercive strategy seems to be dominant causing serious psychological and emotional stress that has failed to bring peace and harmony among principals and unionist teachers, this claim still needs to be investigated to see if the same has happened where the non-unionist teachers are concerned.

2.2.9.6 Commentary

Management strategies in the context of the features and characteristics of the implementation of empirical-rational management strategy, the normative re-educative strategy and Lewin's change management strategy have shown a need for collaborative

approaches to managing unionists and non-unionist teachers. There is a potential also in investigating the integration of the characteristics and features of the theory of EI in combination with the identified strengths of the same strategies (Chilenga, 2016). In response to the same scholarly demands, it has also been highlighted in Chapter 1 that this study is also aimed at understanding and developing management strategies of principals in managing unionised and non-unionised teachers at school. This is aimed at resolving challenges associated with the widening gap between the SMT, the unionists and non-unionists as indicated in consulted literature (Africa Mining Network, 2015; Chilenga, 2016). The next chapter discusses the theoretical framework.

2.2.10 Challenges associated with the management of unionised and non-unionised teachers.

The literature reviewed in the section above gave exposure to different types of strategies that were employed by managers in managing human resources which may bring about change in an organization, in this context it will be a school ;and further touching a bit about individual, being it teachers or manager's beliefs, values, attitude and behaviours as the contributing factors to organisation not being able to function properly. Moreover, Abolade, (2012) indicated that there are challenges which are associated with the management of unionized and non-unionised teachers. Abolade (2012) emphasized that workers who are unionized and non-unionised have a different view of work and their benefits are usually different. In his comparison of how unionized and non- unionized workers are managed, Abolade (2012) stated that there is a substantial managerial discretion with unionized workers which is constrained by doing things in an orderly way following and following instructions. It also involves more formal deliberations compromises. Managing unionized workers has not been compared with good performance instead it often fares poorly in dynamics. Hirsch (2012) stated that the goal of "doing good" cannot be associated with unionized workers, and that pose a challenge to managers in charge of them.

Ntshangase (2001) reported that challenges that principals encounter with managing unionized teachers are as a result of disruptions of teaching and learning, protests, order and discipline. When the State reinforced the concept of teacher union involvement in education by accepting and recognizing teacher unions' rights to bargaining as well as the principles of the right to strike, such new recognition has set a new challenge for school managers as they have to manage and facilitate the teacher union involvement in their school and also

manage the teachers that are not unionized. It appears as if the general consensus is that managers were positively inclined towards managing teachers who are not unionized than teachers who are unionized (Ntshangase, 2001).

2.3 CHAPTER SUMMARY

In summary, this chapter laid the foundation for a comprehensive report on the researcher's investigation into the management strategies of principals in managing unionised and non-unionised teachers. The concept of educational management was clearly defined, the types of management styles and the distinction between management strategies and styles were described. The next chapter laid the foundation of the emotional intelligence theory as the theoretical framework that guided the study and presented sufficient description of the theory.

CHAPTER 3: THEORETICAL FRAMEWORK OF THE STUDY

3.1 INTRODUCTION

To be able to understand the meaning of the features and characteristics of the emotional intelligence theory, Lobaškova (2015) started by defining the concepts 'emotion' and 'intelligent' separately. From a psychological point of view, the term emotion is defined as a reaction or response to a sense of feeling, sentiment or sensation as a result of environmental stimuli in the form of provocations, motivations or incentives. There are varied perceptions of the causes of emotions some of which are associated with psychological responses to our social interactions, events, and goals that we aim to achieve (Camras & Halberstadt, 2017).

In support of the above views, Tripathy (2018:2) stated that the Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The general results from research suggest that EI plays a significant role in the job performance, motivation, decision-making, successful management and leadership. Thus, applying EI in schools can have many benefits for teachers and the SMT. It is not only to fulfil their needs but also to make them more efficient in their field of work.

Tripathy (2018:2), in the above definitions, makes a valid contribution by including the role of emotions in job performance in the workplace, as well as management and leadership by way of relating to the education system which is the focal point of this study. He made a further valid contribution by mentioning how the mental operations of the brain relate to peoples' emotional capacity in the following statement (Tripathy 2018:2):

With advances in neuroscience and brain imaging techniques, scientists understand the way that the human brain works. They are able to distinguish between the emotional centre of the brain – which gives rise to feelings and emotions – from the neocortex, which is responsible for thinking and reasoning. Today most scientists believe that our emotions are well involved in the rational decisions and choices we make. There is an increasing evidence that EI has greater impact on our ability to learn and our future success.

Analysis of the above statement reflects the connection between the brain, emotions, and intelligence. Intelligence is associated with such terms as aptitude, capacity, ability or

cleverness. One's ability to think, reason logically, solve problems, recall information, meditate, learn, and understand are skills associated with an intelligent mind. From the above-simplified definitions, EI is therefore defined by Mayer, Salovey and Caruso (2004:197) as follows:

That EI is the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth.

This, however, seems like a complicated definition but close analysis indicates a combination of the same intellectual terms: reasoning, thinking, and understanding of human emotions which are represented by such verbs as perceive, generate, reflect, promote and regulate. Salovey and Mayer (1990) simply defined it as the capacity to monitor and control one's own feelings and emotions and those of others so as to differentiate among them as a way of collecting information that can be used to guide one's intellectual thinking and rationality including selected actions.

3.2 HISTORY OF EI THEORY

Many studies agree on the following historical developments of the EI theory as summarised by Dhani and Sharma (2016; 190-191):

1930s – Edward Thorndike described the concept of social intelligence as the ability to get along with other people by being able to understand the internal states, motives, and behaviours of oneself and others.

1940s – David Wechsler developed the concept of non-cognitive intelligence stating that it is essential for success in life. Intelligence is not complete until we are not able to define its non-cognitive aspects.

1950s – Humanistic Psychologist Abraham Maslow suggested that people can build emotional strength.

1975 – Howard Gardner introduced the concept of Multiple Intelligences in his book *The Shattered Mind*.

1983 - Howard Gardner in his book *Frames of Mind* introduced interpersonal and intrapersonal intelligence and said it is as important as IQ.

1985 - Wayne Payne used the term EI in his doctoral dissertation entitled, 'A study of emotion: Developing EI; self-integration; relating to fear, pain and desire. (Theory, the structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting go)'.

1987 – In an article published in *Mensa Magazine*, Keith Beasley used the term "emotional quotient." It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.

1990-Psychologists Peter Salovey and John Mayer published their landmark article, *Emotional Intelligence* in the journal, *Imagination, Cognition, and Personality*. 1995 – The concept of EI was popularised.

Although it is not the intention of this study to give a comprehensive discussion of the historical development of the theory of EI theory, the highlights show how it is connected to modern thinking on the issue before connecting it to management and leadership in general and specifically to strategic management of unionised and non-unionised teachers. The above historical highlights of the development and purpose of the EI help to establish a link between earlier and current EI theories (Dhani & Sharma, 2016:190-191). The next section discusses recently established EI theories.

3.3 MODERN MODELS OF EMOTIONAL INTELLIGENCE

The twenty-first century has seen further developments of the EI model namely the: ability model (Ur Rahman & Haleem, 2018), the mixed model and the traits model (Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007). Previously, EI theory was based on two main concepts: abilities and traits. The main features of these models are that personalities vary in terms of detecting, conveying, understanding and controlling personal and other people's emotions (Mayer, Salovey & Caruso, 2004; Munir & Azam, 2017). At a later stage, other researchers decided to combine both the ability and the trait perspectives into a mixed model to strengthen the EI theoretical framework.

According to Jaeger and Eagan (2007) and Fiory and Vesely-Maillefer (2019), the ability model, sometimes referred to as the cognitive-emotion ability model views EI as the smooth coordination of the emotions and thoughts of a human being. According to the ability model,

EI refers to the ability to identify, evaluate, and show or reflect emotional feelings for self-directedness and other forms of moulding mental attitudes and behaviours (Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007). The ability model of EI also involves the ability to grasp knowledge and have an understanding of emotional perceptions such as controlling thoughts and normalising personal emotions and those of others to enhance emotional and intellectual capacity and growth (Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007).

The first major component of the ability EI model is the emotions perception which involves identification of emotions by way of comprehending verbal communication as well as non-verbal communication (Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007, Caruso, Mayer & Salovey., 2002). The second component of EI is the ability to express emotions in words, to see the interconnection between behaviour and emotions and identify the causes of emotions (Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007, Caruso et al., 2002). The third part is concerned with emotional management that explains the ability to control personal emotions and those of others to achieve desired goals (Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007). This model is in line with this study because of its connection between the implications of the traits model of EI and the strategic management model. The trait model denotes the inclination to act in particular ways because of certain emotional characteristics (Munir & Azam, 2017). The attention here is not on what people know or on what people can do, but on what they actually do (Nelis, Kotsou, Quoidbach, Hansenne, Weytens, Dupuis & Mikolajczak, 2011). In the context of this model, EI is linked to personality traits and emotional intelligent traits (Vernon, Villani, Schermer & Petrides, 2008). Murphy (2014) mentioned that personality traits are certain characteristics with a person that make them different from the others (Munir & Azam, 2017).

These traits resemble certain behavioural characteristics that have developed into habits. Emotional intelligent traits are related to behavioural characteristics with an individual that are associated with emotional reactions to stimuli. The attitudes and feelings experienced by a human being result in certain behaviours in what appear to be customary or habitual – these form part of the emotional intelligent traits (Munir & Azam, 2017). The combination of the ability intelligent model and the trait model forms the mixed intelligent model.

The following section discusses the EI theory in the context of leadership and management.

3.3.1 Emotional Intelligence in the Context Leadership and Management

Baker (2019) found that managers all have unique backgrounds who have the mandate to make decisions within the principles and practices of the EI theoretical philosophy. The tasks of leading a group require somebody with a positive personality, boldness, sensitivity, and perceptiveness in an organisation.

Many studies agree that regardless of the level of the managers' experience in management practice, many managers have been unsuccessful in carrying out their professional duties (Baker 2019:1, Dabke, 2016; Sesen, Tabak & Arli, 2017, Spear, 2015). Their emotions are assumed to determine their success or failure. Managers' roles demand a lot of interaction with colleagues and subordinates, whose cultural backgrounds vary. Because of that, an understanding of the significance of EI is important. Numerous studies have examined EI and leadership from diverse perspectives such as self-management teams and empowerment (Baker, 2019; Dabke, 2016; Sesen et al., 2017; Spear, 2015).

3.3.2 Theory of Emotional Intelligence

The theory of EI has been used successfully in the past with studies similar to the one under investigation. Smircich (1983), who applied the theory of EI in his research on strategic management, posited that institutions or organisations are established and maintained through social construction and internal processes of organisational actors. In applying this statement to the concept of this study, we understand that teachers are at the centre of the education process and that their actions affect teaching and learning in the classroom.

That is the reason why this study focuses more on the actions of the teachers which need to be managed by principals. The study is based on the premise that when teachers' actions are not properly managed, they can pose a problem in the education system. Smircich (1983) explained management strategies as an ongoing process of managing an institution and its human resources strategically. It is a process that involves a set of management decisions and actions that result in formulating and implementing strategies that determine the performance and success of the institution. There are two things that the researcher deduced from Smircich's discussion.

He used two action tools: which are taking decisions and applying strategies. It is perceived that teachers often find decisions taken by principals regarding how schools should be run as

imposing and not catering for their needs. EI is therefore seen in this study as vital for management's effectiveness and for teamwork outcomes.

Decisions and strategies that principals and managers have to take and use may hamper the performance of the school if they are not handled properly or if the message is understood differently. These decisions and strategies can also improve the performance of the school if applied correctly and received well by mainly teachers. From the statement by Smircich (1983), in support of the theory of EI, it is clear that the theory can be applied with some success to learning situations by both principals and teachers. This means that within the theory of intelligence, actions and emotions are the point of focus. One may say that human resources are also important in this theory since the study focuses on the management of such. In a school environment, one finds unionised and non-unionised teachers who have different perspectives on authority but who are expected to work towards a common goal. In this study, the use of the theory of EI arose from the demand and pressure to find a strategy to deal with human resources at school using a combination of aspects of management and the EI theory.

Several definitions of EI indicated in this study pointed out that there are actions and behaviour that needs to be understood and managed. These actions and behaviours are not one-sided. It does not imply that only the teachers' actions and behaviours need to be managed. To the contrary, it implies that the managers' actions and behaviour also need to be managed; i.e., self-managed. From Goleman's (1995) perspective on the theory of EI, managers who display anger or other negative emotions will be ineffective and seen as unstable by their subordinates. Figure 3.1 below illustrates a flow diagram of control and management of behaviour and actions of teachers and how their interactions are relevant to important work-related outcomes such as individual performance, organisational productivity and developing people.

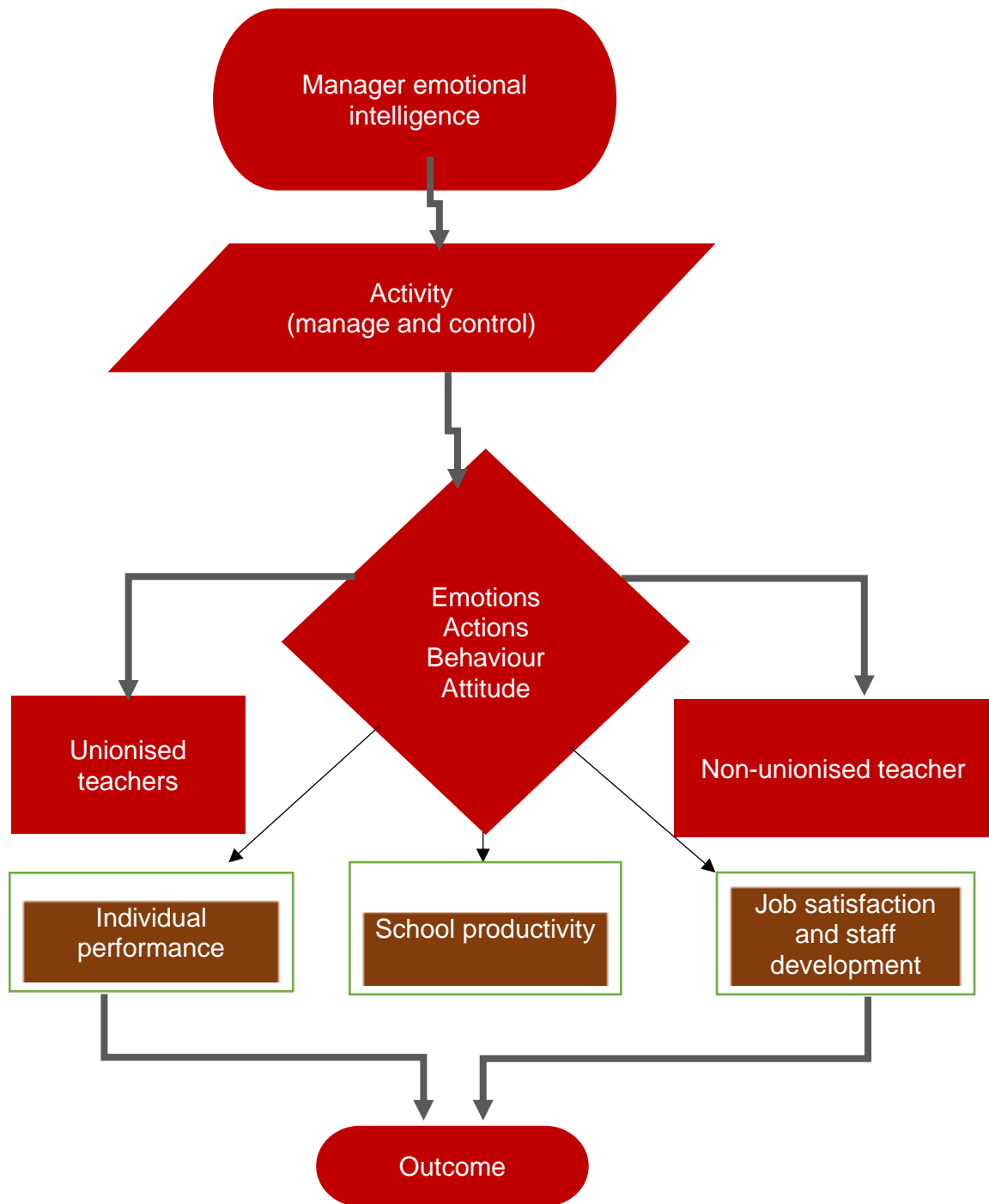


Figure 3.1: Flowchart of management and control of behaviour

This diagram affirms that no matter the cause, the effects of the manager's lack of emotional control negatively affect the team. The theory of EI does not imply that the management of the school will happen only when the manager possesses a high Emotional Quotient (EQ) rating. Goleman (1995) stated that anyone who is entrusted with the responsibility of leading and managing others in an organisation or educational institution must first check that their

emotional abilities are under control; if they do not have self-awareness, they are not able to manage their emotions of distress, do not have empathy towards those whom they lead and manage and do not have an effective relationship with their staff. Then no matter how smart managers are, they may not succeed in managing an institution. In addition, he stated that people who possess high degree of EI know themselves very well and are able to sense the emotions of others. This is relevant to important work-related outcomes such as individual performance, organisational productivity and developing people. Managers develop a new way of understanding and assessing the behaviours of other people which involves the use of appropriate management strategies.

The study sees EI as the long-sought missing link that principals have been lacking to manage schools and teachers well. Naturally, if one understands their own emotions towards others or situations, then it becomes easier to understand the emotions or behaviour of others.

EI theory claims that, since educational institutions are now characterised by organised action, there is a need for the management of the school to develop their emotional intelligence so they can become productive and successful at what they do and help others to become productive and successful too (Sulich & Rutkowska, 2019). The work provided by people in most organisations and educational institutions has changed dramatically in the last 20 years. the researcher indicated earlier in the discussion that management styles have changed and the old, traditional, top-down authoritarian styles, no longer work in modern organisations. Sulich and Rutkowska (2019) further maintained that the criteria of success at work are changing too. Managers and staff are now measured by a new yardstick, not just by how smart they are or by their training and expertise, but by being able to apply EI to manage staff (Rutkowska 2019).

In sharing the sentiment, Hyndman and Lapsley (2016), concurs with Sulich and Rutkowska and pointed out that managers are no longer assessed by their competencies or expertise but instead by their ability to identify and apply strategies in managing teachers, that is, a person's capabilities and level of education are nowadays put aside. According to Goleman (2006), the majority of successes at an organisation or institution are influenced by how well managers handle themselves and other people, and this is strongly influenced by personal qualities such as self-control and strategy in getting along with others while maintaining their

position as a manager. He further indicated that self-control means having control over one's emotions and actions.

For the purpose of this study, self-control can perhaps be used as one of the strategies that principals need in order to manage unionised and non-unionised teachers if it reflects in the data, considering the allegations that unionised teachers often collude to get the principal into trouble by exerting pressure on them in order to evoke negative emotions. This study sees the theory of EI as playing a central role in developing both principals and teachers to act their part without being at loggerheads over who is responsible for what. It will help principals to focus their attention on their own emotions and behaviour and those of others before making a decision.

According to Zineldin and Hytter (2012), in an organisation or educational institution, emotions are strongly influenced by the overall work experience and behaviour of the one who leads and manages and the one being led and managed. They indicated that emotions play a central role in the management and leadership process because both management and leadership are essentially an emotional process wherein leaders and managers display emotions and, at times, may evoke the emotions of those they lead and manage.

Based on what has been said by researchers, one can understand that EI does not predict management effectiveness in managing schools but EI may be the key to managing diverse teachers at school. EI has been considered as the greatest lack in principals' strategic arsenal in the education system as it arises from the fact that managers do not sufficiently understand their own emotions. It has been shown by Thomas, Tuytens, Moolenaar, Devos, Keltchermans and Vanderlinder (2019) that EI supports and equips managers to manage diverse teachers and manage a working environment with flexibility and responsible commitment. Individual action (the principal's own actions and the actions of teachers) can affect the school negatively or positively.

EI is therefore an intellectual skill that needs to be developed in order to manage a school and all its resources (Ackey, 2016). The most significant determinant identified in this context is managing the actions and emotions of people and developing the skill and strategy to manage the internal politics involved at schools. The contribution of the theory of EI in this study is significant because of its fundamental role in guiding school principals in decision-

making, decisions that will foster a healthy working environment and foster interpersonal relationships, particularly in school with a diverse staff complement.

Leban and Zulauf (2004) posited that managers spend most of their time on traditional management activities such as planning, monitoring, and controlling of human resources management. This is a time when principals should exercise their ability to control their own emotions by not placing emotional pressure or unnecessary demands on their subordinates, as these may evoke negative reactions. Goleman, Boyatzis and McKee (2013) maintained that managers need to be emotionally intelligent because their positions fundamentally entail an emotion management process wherein managers manage their emotions and those of their followers.

3.4 ELEMENTS OF THE EMOTIONAL INTELLIGENCE THEORY

The theory of emotional intelligent suggests four domains or elements that could be addressed by principals to enhance teamwork and cooperation and ways in which the principal can motivate teachers to avoid non-compliance. These are self-regulation, self-motivation, political awareness and social skills (Ugoani, 2020).

3.4.1 Self-Regulatory

Zimmerman (1989) indicated that the successful functioning of schools requires that teachers and principals should develop self-regulation. Self-regulation is described as the processes that activate and sustain cognitions and behaviour that are oriented toward attainment of a goal. Isn't it that we believe that the main goal for schools is to ensure that teaching and learning happens effectively in the classroom so that the goal, which is the attainment of good learner performance at the end of the year, is established? How does self-regulation fit into the scenario? One of the important factors about the process of self-regulation is attending to duties and ensuring that instructions are carried out. This is the focal point of every principal and a teacher. All schools are expected to be a productive work environment. Instructions are given to teachers by principals and are expected to be followed. We can safely say that this has not been happening at schools particularly where union members are in majority. Instructions to perform duties are imposing and very instructional, seldom considering the points of view of those being managed. This approach may lead to confrontations or conflict among teachers, especially if they believe that they are not responsible for carrying out the instructions.

3.4.2 Self-Motivation

According to Dweck (2017), self-motivation process is activated by two kinds of managers' behaviour, namely, role-modelling and frame alignment. While the theory of EI emphasises that principals as a manager, in this context, must guard against their own emotions and reactions towards their staff members, Staff members will constantly observe a manager's emotional reactions, and follow suit – researchers call this role-modelling. The manager is expected to become a representative character where they become a symbol of the way people in a given social environment should behave (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985). As alluded to previously, self-motivation is perhaps the most important part of a manager's behaviour because it will show others how to be self-motivated as well.

It is also indicated that principals who have developed self-motivation are able to take sound decisions that accommodate every human resource at school. Shamir, House and Arthur (1993) developed a leadership and management theory that supports the view that principals who adopt a transformational management style are able to impact their staff positively by transforming the needs, values, preferences and aspirations of their teachers from self-interests to collective interests. They also cause their staff to be highly committed to the managers' mission and to perform above and beyond the call of duty. Burns (1978) and Bass (1985) posited that such managers are successful in motivating the staff to transcend their own self-interests for the sake of the school and learners. A manager who is self-motivated takes sound decisions regarding the school and strives to improve or achieve a standard of excellence despite uncertainties and pressures from those they lead.

3.4.3 Political Awareness

Political awareness is part of the emotional intelligence and it means being alert to political and social currents and power relationships in an organisation and more widely. Principals are expected to be aware of politics within their schools and to be able to deal with politics that are external as well. Teacher unions can be considered to be regulators because they are emanating and being controlled from outside by more stronger trade union which can have power and impact on the principal's management task. Principals are expected to possess interpersonal and team skills in order to be able to manage both unionised and non-unionised teacher. These will help them to identify pressures that could come from their staff and to know who holds the power internally and externally, the power that could be harmful

to the running of the school. For the successful and effective management of unionised and non-unionised teachers, principals ought to be mindful of the staff's feelings, moods and emotions and this plays a central role in management and leadership process. Principals should know their own strengths and weaknesses as well and the strength and weaknesses of their own teachers and how to deal with them to avoid disruptions of teaching and learning. George (2000) indicated that every organisation has politics, and the best way to describe this is the power structure which maybe formal or informal. In addition, this researcher indicated that one of the key aspects of managing human resources is to know who is the most influential and hold the power; managers do not have to overlook those people that can be very influential positively and negatively within the organisation. Agi, Levidoe, & Anthony (2016) believe that for the impartation of quality education at school, managers and leaders must use wisdom to enhance cognitive process and decision-making. They must focus on developing collective goals and objectives, instilling in others an appreciation of the importance of work activities, generating and maintaining enthusiasm, cooperation and encouraging change. It is said that the success of management and leadership at school depends on the how managers manage the actions of those they manage and their own emotions. Management revolves around the fact that the management process is an emotion-laden process, both from the manager and a follower perspective (Blackmore,2011). Managers must be aware of their own feelings and the feelings of others. Emotional intelligence is a crucial management and leadership skill, because it gives managers and leaders an awareness of their own feelings and that of others and their needs (Serrat,2017). The most common understanding about political awareness is the need to work within the political framework to deliver the objectives of an organisation either through collaboration with other human resource or through reconciling difference. This can be possible if managers are aware first of how to react to situations and express themselves appropriately at all times. When managers are aware of politics within their organisations, they will be able to control their responses to situation and people, resulting in the avoidance of outburst and rash decisions.

3.4.4 Social Skills

Being able to interact well with others is another important aspect of emotional intelligence. Having a strong social skill allows managers to build meaningful relationships with their staff members and develop a stronger understanding of themselves and others.

According to Farnia and Nafukho (2016) who researched using the theory of EI within the organisational human resource development, emphasises the development of human resources and how managers should relate to their subordinates. These researchers indicated that leaders who do well in the social skills element of emotional intelligence are great communicators, they are good in managing change and resolving conflicts diplomatically. They are rarely satisfied with leaving things as they are, they set an example with their own behaviour. Sharing the sentiments Cox (2011) indicated that managers should be able to influence, communicate and lead, must be a change catalyst and a conflict manager above every other duty that principals are entrusted with at school. According to Cox (2011), the managers' emotions and strategies are the most prevalent factors that influence employees' attitudes and behaviour. So, every manager including principals, need to accurately assess emotions of self and others, regulate the emotions to achieve a desired state and use the emotions towards achieving the expected performance. According to Den Hartog and Belschalk (2012), leaders need to correctly scan the institutional or organisational environment, weigh the possible consequences of the employees' actions and select the most appropriate management style for the institution. For the purpose of this study, the researcher maintains that EI is a set of abilities that are fundamental to effective human resource management.

According to Belle (2015), principals should stop being school managers who focus solely on the administration aspects of the school in their office, which is a comfort zone, while leaving little time to work with teachers. Principals are urged to lead the school from the nexus of a web of interpersonal relationships. It also suggests developmental intervention that can be used in educational institutions to improve performance at individual or group level (Farnia & Nafukho, 2016).

3.5 DEVELOPING A CONCEPTUAL MODEL OF EMOTIONAL INTELLIGENCE, UNIONISED AND NON-UNIONISED MANAGEMENT STRATEGY

Intelligence is essentially an umbrella of multiple intelligence comprising both inner emotional intelligence, which consists of both the self-emotional skills like sensitivity and processing, which simply means the ability and capacity to understand oneself, to appreciate one's feelings, fears, happiness motivation and so on. The intrapersonal development capabilities like memory and learning that which means the ability to develop our won potential and performance, and outer emotional intelligence that consists of management excellence, the

ability to manage and understand the emotions, intentions, motivations and desires of other people are examples of such intelligence. For the purpose of the study, four stages of developing a conceptual model of emotional intelligence are described below to give an overview of the relationship between the emotional intelligence with managers and leaders performance in an organisation or institution such as a school.

Stage 1: The theory of EI in the context of management from a broader perspective

Gardner (1983), Wechsler (1943) and Payne (1985) indicated that the purpose of the theory of EI as an aspect of management, in general, has been developed as a capability, expertise or competence to manage behaviours and emotions, feelings, sentiments and attitudes and reactions of personality as a manager as well as other groups or teams. In simple terms, the theory of EI needs the skill of understanding and managing other people (Thorndike, 1920). In the context of management from a broader perspective, it was developed by Thorndike (1920) who described the reasons for conflict between people using emotions. He described 'EI' as the ability and skills to manage the actions and emotions of one's self and those of others or a group; it is the skill of understanding and managing other people. Other researchers such as Gardner (1983), Wechsler (1943) and Payne (1985) are some of the theorists who indicated that EI in the context of human resources management has to do with the ability to monitor other people's activities, moods and feelings particularly in an organisation or in an educational institution. These researchers assert that all the workers' actions in an organisation need to be managed to determine the failure or success.

Stage 2: The theory of EI in the context of management styles

Features and characteristics of the Ability Emotional model have been discussed in the previous sections. This model can be used in schools by the principal in designing strategies for addressing the emotional reactions and thinking of both unionised and non-unionised teachers about management decisions. According to this model, this can be done by identifying, evaluating, and reflecting on emotions and feelings of the teachers and steering them towards self-directedness (Abd-El-Fattah 2018; Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007). The model can assist in moulding the mental attitudes and behaviours of teachers. Since the ability model of EI involves the ability to grasp knowledge and have an understanding of the emotions that drive behaviour, it could be a possible strategy for normalising the unprofessional behaviour of resistant South African unionists.

Although the strategy seems a complicated process, the following procedures would help to operationalise the strategy:

- Identification of unionist and non-unionist teachers' feelings and emotions by careful listening and understanding non-verbal communication (Abd-El-Fattah 2018; Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007; Mayer et al., 2002).
- Making an effort to understand the emotions of unionist and non-unionist teachers through the language they use and identifying the underlying causes of emotions (Abd-El-Fattah 2018; Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007; Mayer et al., 2002).
- Applying emotional management strategies that control personal emotions and those of others to achieve desired goals (Abd-El-Fattah 2018; Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007).

3.6 THE IMPLICATIONS OF THE TRAITS MODEL OF EMOTIONAL INTELLIGENCE

In addition to the ability emotional model, it is assumed in the context of this study that school managers can use that traits model by taking time to study particular ways in which unionist and non-unionist teachers behave as a result of certain emotional circumstances. If the school managers in the context of the Traits model, can link personality traits and EI traits to the professional behaviour of the two groups of teachers, unionists, and non-unionists, there are more chances of minimising possible conflicts that hinder professional growth and performance (Munir & Azam, 2017).

From previous sections, it has been indicated that certain behavioural characteristics within unionism and on unionism developed or confessional habits that have become a customary pattern either positively or negatively (Munir & Azam, 2017).

Chapter 2 highlighted different management styles which can be applied in the following ways:

Transformational management style in line with the theory of EI can be used by school managers to influence teachers to accomplish goals that do not concern the organisation only but themselves as well. This has to do with inspiring teachers to meet their emotional needs (Daniëls, Hondeghem & Dochy, 2019).

Instructional management style: In line with the theory of instructional management, this can be enhanced by inspiring employees to meet their emotional needs when working with teachers in areas specifically related to curriculum and instructions (Ng, 2019).

Distributed management style: In line with the theory of EI, instructional management can be enhanced by inspiring employees to meet their emotional needs when sharing a collaborative or participative practice that focuses essentially on the interactions between principals or managers and their teachers (Bolden, 2007).

Stage 3: The theory of EI in the context of management strategies

As highlighted in Chapter 1, instructional management can be enhanced by inspiring employees to meet their emotional needs when working with teachers in areas specifically related to organisation development, engagement, knowledge management, learning and development, employee relations and employee wellbeing in all identified strategies such as the following:

The empirical-rational strategy: Since this management strategy is research-based, the ability model of EI can be applied in the following manner (Brown, 2000:238).

- Doing in-depth research on emotions and perceptions which involves analysis of unionist and non-unionist teachers' verbal and non-verbal communication to interpret meanings and implications related to behaviour (Abd-El-Fattah 2018; Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007; Mayer et al., 2002).
- Analysing and interpreting emotions of unionist and non-unionist teachers to determine the connection between the causes and results of the emotions (Abd-El-Fattah 2018; Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007; Caruso et al., 2002).
- Making recommendations from research findings concerning emotional management strategies that explain the ability to control personal emotions of the managers and the teachers concerned (Abd-El-Fattah 2018; Fiory & Vesely-Maillefer, 2019; Jaeger & Eagan, 2007).

Power-cohesive management strategies: Literature discussed in Chapter 2 has indicated that this strategy has a negative impact on managing unionised and non-unionised teachers. Unions have strongly resisted this management strategy; hence, this study investigates the application of the EI as a strategic option.

Normative-re-educative strategies: This strategy as highlighted in Chapter 2 states that the norms of the organisation such as attitudes, beliefs, and values can be deliberately shifted to more productive norms by collaborative actions of the people in the organisation. Such psychological constructs like studying attitudes, beliefs and values are major attributes of the EI theory. Whether employing the ability model or the traits model, the researcher regarded it as worthwhile investigating the integration of the normative-re-educative strategy and the EI strategy as a way of managing unionised and non-unionised teachers.

Lewin's change management strategy (Brown, 2000:238). As highlighted before, one of the important theories when it comes to understanding organisational change and change management is that of forcefield management strategy which perceives that there are forces that have a great influence on human behaviours associated with beliefs, principles, opinions, expectations, sentiments, ideas and cultural norms. It is therefore assumed that just like the normative-re-educative strategy, the forcefield management strategy is influenced by teachers' beliefs, opinions, and values among other factors.

Stage 4: The theory of EI in the context of unionism and non-unionism

This is the main area where the theory of EI is expected to play an important role in implementing professional unionism and addressing the protectionist-defensive mechanism and adversarial unionism. This is where a principal of a school should implement EI management skills by demonstrating ability and skills to manage their own actions and emotions and those of teachers, whatever their affiliations or reactions. The conceptual model is presented in Figure 3.2 overleaf as a summary of the chapter.

EI managers can influence their followers' emotions in ways that are functional for the followers and the organisation. All kinds of people, situations and events have the potential to influence how one feels (Lazovic, 2012; Momeni, 2009; Singh, Manser & Mestry, 2007).

3.7 CHAPTER SUMMARY: THE CONCEPTUAL MODEL

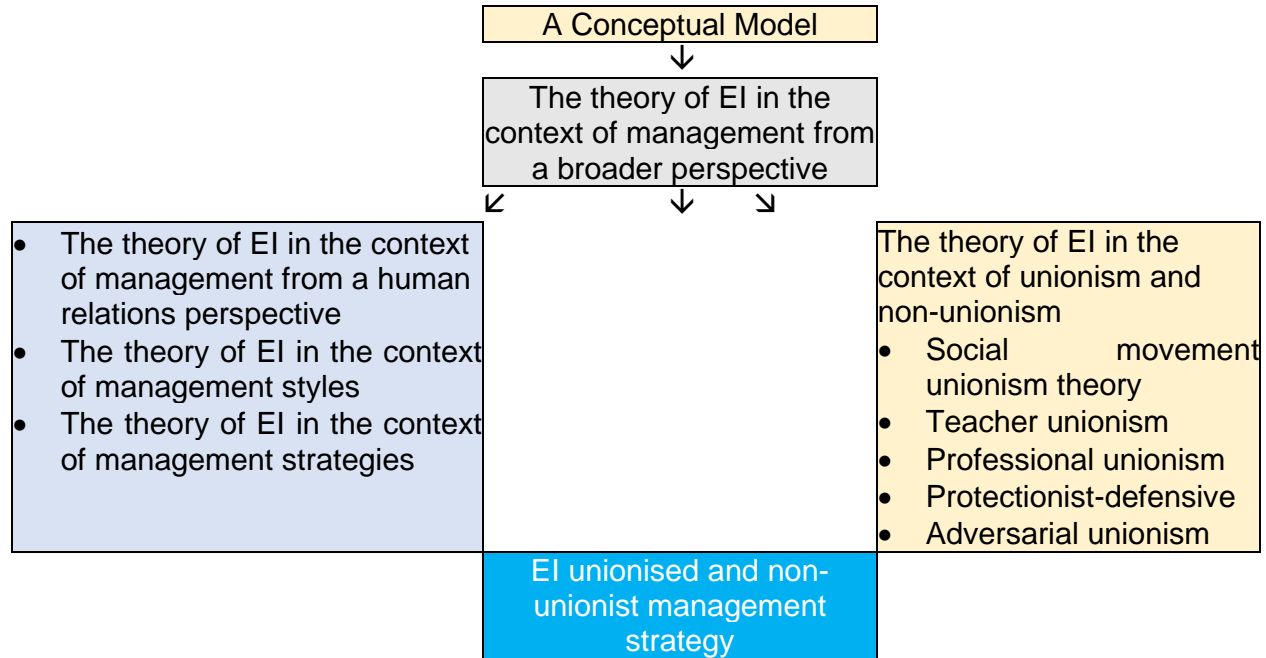


Figure 3.2: Conceptual model of an EI unionised and non-unionist management strategy

The next chapter describes the research design adopted in carrying out the research.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, the researcher briefly discussed the nature and the scope of the theory of EI. The general view about research is that it requires the researcher to explain the research design and the methodology in order to give a clear view of where the study is heading. Research is a systematic investigation of a phenomenon to establish facts and reach new conclusions. It is a careful consideration of study regarding a particular concern or a problem using scientific methods of collecting data, analysing and interpreting it in order to have a clear understanding of the phenomenon under investigation. It is a process of looking for a specific answer to a specific question in an organised, objective, reliable way (Mertler, 2018). This study allowed the researcher to understand what the management task is like from the point of view of three sets of participants: the principal, unionised and non-unionised teachers. the researcher adopted the interpretivist paradigm to make sense of how principals were managing schools through the perceptions of the primary recipients, namely, unionised and non-unionised teachers.

In this chapter, the researcher presents the research design that the researcher used. the researcher also provide some background information about the design such as its discipline origin, how it is related to the researcher's field of study. the researcher further explain why this design is an appropriate strategy to use in understanding the management strategies of principals in managing unionised and non-unionised teachers. In this chapter, the researcher also describes and details how the use of this design shapes and gives meaning to aspects of the study, such as the title, problem statement, research question and the theoretical framework.

In addition, the researcher explain how the sample for the study was selected from the defined population as well as the data collection methods. The researcher also explain the data analysis steps, and the methods used for presenting and interpreting the data, which finally led to the outcomes of the study.

4.2 RESEARCH DESIGN FOR THIS STUDY

A research design is the general plan of how one goes about answering the research question. In other words, it is a framework for collection and analysis of data to answer

research questions and objectives providing reasoned justification for the choice of data collection methods and analysis techniques (Saunders, Lewis & Thornhill, 2016). In order to gain insight and explore the depth, richness, and complexity inherent in the research phenomenon under study, this study is grounded in the phenomenological research design. The perceptions of teachers regarding the management strategies of principals on unionised and non-unionised teachers are affected by many complex factors. This required exploring the strategies of principals in managing unionised and non-unionised teachers at school; probing perceptions of teachers regarding the management strategies of principals on unionised and non-unionised teachers; and exploring how the management roles of principals can be understood using their social and psychological context defined by the theory of EI. the researcher found it necessary to explore this multifaceted phenomenon using a qualitative research design which allows for human interaction during the research process in order to get a deeper understanding of feelings and opinions on a phenomenon.

Although ethnographic, grounded theory and case study research are commonly used in qualitative research, the phenomenological perspective allows a researcher to unearth previously unnoticed or overlooked issues, as it explores the experience and meaning of a phenomenon in systematic, subjective approach. To strengthen justify this approach, the researcher found it necessary to provide the definitions and descriptions of the various research designs that influenced the researcher's choice of a phenomenological approach.

4.2.1 Types of Research Designs

4.2.1.1 Ethnography

Ethnographic design is perceived as a research strategy that focuses upon describing and interpreting the social world through first-hand field study (Saunders et al., 2016:716). The social science that studies the origins and social relationships of human beings is known as anthropology (Astalin, 2013; Brown, McIlwraith & deGonzález, 2020).

Ethnography is a branch of anthropology that provides scientific description of individual human societies including their cultures while living with and living like those who are studied (Astalin, 2013; Brown et al., 2020). Such research demands the full-time involvement of a researcher over a lengthy period of time (typically unspecified) and consists mostly of ongoing interaction with the human targets of study on their home ground (Astalin, 2013). The cultural parameter is that the people under investigation have something in common in terms of

geographical location, a particular region or country, lifestyle and shared experience. The characteristics of this research design indicate that this approach does not suit the context of this study (Astalin, 2013; Brown et al., 2020).

4.2.1.2 Grounded theory

Grounded theory is a type of qualitative research methodology that allows theory/theories to emerge from the data that is collected (Andrews, Higgins, Andrews & Lalor, 2012; Charmaz, 2008; Holton & Walsh, 2016). Grounded theory research follows a systematic yet flexible process to collect data, code the data, make connections and see what theory/theories are generated or are built from the data (Andrews, et al., 2012; Astalin, 2013; Charmaz, 2008; Holton & Walsh, 2016). A theory is a set of concepts that are integrated through a series of relational statements (Hage, 1972).

In grounded theory, the researcher does not commence the process of research with a predetermined theory in mind; the formulation of theories stems from the data that allows one to explain how people experience and respond to an event (Andrews et al., 2012; Astalin, 2013; Charmaz, 2008). The main feature of grounded theory research is the development of new theory through the collection and analysis of data about a phenomenon.

It goes beyond phenomenology because the explanations that emerge are genuinely new knowledge and are used to develop new theories about a phenomenon (Andrews et al., 2012; Astalin, 2013; Charmaz, 2008). In the context of this study, the grounded theory could not apply because the theory of EI guided this phenomenological study with the intention that research findings could contribute to the enhancement of the same theoretical, conceptual and practical framework.

4.2.1.3 The case study design

Case study research designs involve looking at a small group, project, institution or company. Case studies are basically intensive investigations of the factors that contribute to the characteristics of the case under investigation. Case studies draw on multiple sources of information and tell a story, usually in chronological order.

The aim is to create a rich, textured description of a social process. This can set the stage for more specific questions that might be asked later using more tightly structured methods. Generally, case studies are most helpful when the researcher is dealing with how or why

questions, phenomena over which he/ she has little control, or phenomena embedded in a real-life context (Bryman, 2012; Creswell, 2014). The data collection methods employed in case study research include questionnaires, in-depth interviews, documentary records, direct observation, participant observation, narrative/log, and focus groups.

The case study design contrasts sharply with other research strategies in that attempt is made to study a multitude of factors by limiting the number of cases observed. Another distinguishing feature is that case study research tends to be an in-depth investigation of phenomena as they exist in the natural setting. Just like the other two designs, a case study was not suitable for this research. According to Saunders et al. (2016), a case study research strategy involves the empirical investigation of a particular contemporary phenomenon within its real-life context using multi-sources of evidence over a sustained period. Case studies may be descriptive or explanatory (Astalin, 2013; Flyvbjerg; 2006).

- Types of case studies

Based on the number of different types of case study, it is important that the study shows a distinction between types of case study and to highlight the reason why case study was not suitable for this study.

Table 4.1: Types of case studies (McMillan & Schumacher,2014).

Type	Description
Explanatory case study	This type of a case study focuses on an explanation for a question or a phenomenon.
Exploratory case study	It is usually the precursor to a formal, large scale research project. The case study's goal is to prove that further investigation is necessary. Exploratory case studies are very popular in psychology and the social sciences.
Multiple or collective case studies	This type of a case study uses information from different studies to formulate the case for a new study. The use of past study allows additional information without needing to spend more time and money on additional studies. Furthermore, this type of study could uncover differences as well.
Intrinsic case study	This is a study wherein the subject itself is the primary interest.

Type	Description
Instrumental case study	This type of case study uses a case study to gain insights into a phenomenon.

- Different types of subjects in case studies (McMillan & Schumacher, 2014).

As indicated in Table 4.1, there are generally five different subjects that the case study addresses. Every case study, regardless of the type, fits into one of these five groups (Lincoln & Guba, 2000).

- Person: this type of study focuses on one individual; This case study would use several types of research to determine an outcome;
- Group: this type of study focuses on a group of people, this could be a family, a group, or friends or even co-workers;
- Location: this type of study focuses on a place, and how and why people use the place;
- Organisation/company: this one focuses on a business or organisation; this could include the people who work for the company or an event that occurred at the organisation;
- Event: this type of study focuses on an event, whether cultural or societal, and how it affects those that are affected by it.

One of the reasons why a case study was not appropriate for this study was that reporting a case study can be a difficult task for any researcher due to the complex nature of its approach (Lincoln & Guba, 2000). While the researcher understands that there has been much confusion between phenomenological research and the case study design, Mertens (2010) asserted that it is difficult to report the findings of a case study in a concise manner. the researcher was therefore convinced that phenomenology was the appropriate research strategy for exploring the strategies employed by principals in managing unionised and non-unionised teachers by building a better understanding of the nature of phenomenon and working to ensure a proper alignment between the research questions and the researcher's underlying philosophy.

4.2.1.4 Phenomenological research design

- Definition of phenomenology

Phenomenology is focused on individuals' meaning-making as the quintessential element of the human experience (Patton, 2002). Phenomenology is a way of describing something that exists as an integral part of the world in which we live (Astalin, 2013; Green & Thorogood, 2004). We are surrounded by many phenomena and certainly, we are aware of them but sometimes do not fully understand them. It happens that our lack of understanding of these phenomena may exist because the phenomenon has not been overtly described and explained or our understanding of the impact it makes may be unclear (Astalin, 2013; Green & Thorogood 2004). The important findings derived from phenomenology are an understanding of a phenomenon as seen through the eyes of those who have experienced it. Worthington (2013) supported the notion that the focus of a phenomenological study is to uncover and interpret the inner sense of the participants' cognitive processing regarding some common experience, thus the final product of a phenomenological inquiry is a description that presents the essence of the phenomenon.

In agreement with the above description of phenomenology, Mayoh and Onwuegbuzie (2015) delineated phenomenological research as well-suited for studying affective, emotional and often intense human experiences. A phenomenological research design is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group.

Through this process, the researcher may construct the universal meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon (Merriam, 2009). Other reasons for adopting the phenomenological research design were the advantages of this qualitative, interpretive orientation where findings often have greater validity and are less artificial. The process of observing phenomena in natural, real-life settings often allows researchers to develop a more accurate understanding of those phenomena. Good qualitative research reveals depth of understanding and richness of detail (Merriam, 2009).

This study focused on understanding the strategies principals applied in managing unionised and non-unionised teachers in secondary schools, and because a phenomenological study should have a strong, overarching phenomenological question, seeking to understand the

principals' management strategies fit this requirement. There is also an understanding that there are challenges associated with these managerial strategies within a school. The researcher could not simply use her personal perceptions to uncover these challenges, as she needed to get below the surface of simple external and perhaps obvious perceptions to discover and identify how the phenomenon was experienced. In this case, the researcher interviewed principals and held focus groups with unionised and non-unionised teachers, in order to get to the shared essence of their experience. It can therefore be deduced from this discussion that what is missing is a deeper understanding of events, situations, experiences or concepts associated with these challenges in order to develop better theoretical and practical strategies to resolve the current situation of events (Astalin, 2013; Green & Thorogood 2004). This is the reason why all the other research designs did not suit this study.

- Characteristics of phenomenology (Astalin, 2013; Green & Thorogood, 2004).

Phenomenological studies are authentically sufficient when they have the following characteristics:

- It describes the meanings of the experiences that have been lived by a person or several people with respect to a certain concept;
 - It is not interested in the explanation but rather, it is concerned with the essential aspects of the lived experience;
 - It seeks to describe what underlies the way people usually describe their experience;
 - It concentrates on eidetic reduction;
 - It studies the coexistence between a person within a group;
 - It seeks to understand how people construct the meaning of things; o critical truths about reality are based on people's experiences;
 - It consists mainly of in-depth conversations; and
 - The researcher and informants are often considered secondary participants.
- Strengths of phenomenology
 - The phenomenological research design gives a better understanding of meanings attached by people and its contribution to the development of theories;
 - It expresses sensations and perceptions of life as it is lived; and o it values the uniqueness of everyone's perspective.

4.3 THE APPLICATION OF PHENOMENOLOGY IN THE MANAGEMENT OF UNIONISED AND NON-UNIONISED TEACHERS (UNIT OF ANALYSIS)

This study used a phenomenological research design underpinned by the interpretivist paradigm. The inquiry aimed at discovering the experiences of others and making meaning thereof. This was done by interviewing three types of participants found at schools, namely, the principal, unionised teachers and non-unionised teachers. The researcher used the phenomenological research design to understand the in-depth impact and effect that the management strategies employed by principals had on unionised and non-unionised teachers. This was done through familiarising herself with the philosophical moorings of the researcher's interpretation of human experience. Moreover, the researcher strove to develop an in-depth understanding of principals' management strategies by relying on the perspectives of those who had experienced it.

My goal was not to simplify the complexities of the phenomenology, but it was used as a valuable approach to research because the research question necessitates this approach. The study was done in four public schools in the Gauteng Province comprising of both former Model C schools (these are described as schools that were formerly reserved for white pupils only, the term is not officially used by the DBE, but is widely used to refer to former whites-only schools).and a complete public schools with only African learners' dominant. The former Model C schools are fee-paying educational institutions while the complete public schools were no-fee-paying educational institutions.

The growing popularity of phenomenology in social studies clearly indicates that researchers have found it essential for scholars to learn from the experiences of others. The focus-group interview was done in the four secondary schools. The researcher found it important to obtain a detailed understanding of the participants' experiences so that the researcher could glean new insights. The focus group was done between unionised teachers and non-unionised teachers. The study was specific with the requirement leading to the sampled unionised teachers.

One year or more was the appropriate duration that teachers had to been a union member. The researcher believed that to collect rich data, the unionised teachers needed to give rich information. One year's experience as a union member was good enough, based on the fact that phenomenology commonly relies on the experience of participants.

4.4 RESEARCH PARADIGM AND METHODOLOGY FOR THIS STUDY

Any research work falls within a particular paradigm, and based on the above highlighted views, Figure 4.1 assisted the researcher in choosing the paradigm that thoroughly explained the phenomenon (understanding the principals' management strategies) and the effect thereof on the management of the school at large. It is also important to mention from the onset that this research was planned and designed in relation to the research "onion" proposed by Saunders et al. (2016) as well as the discourse advocated by Ngulube (2019) on the mapping of the research methodology.

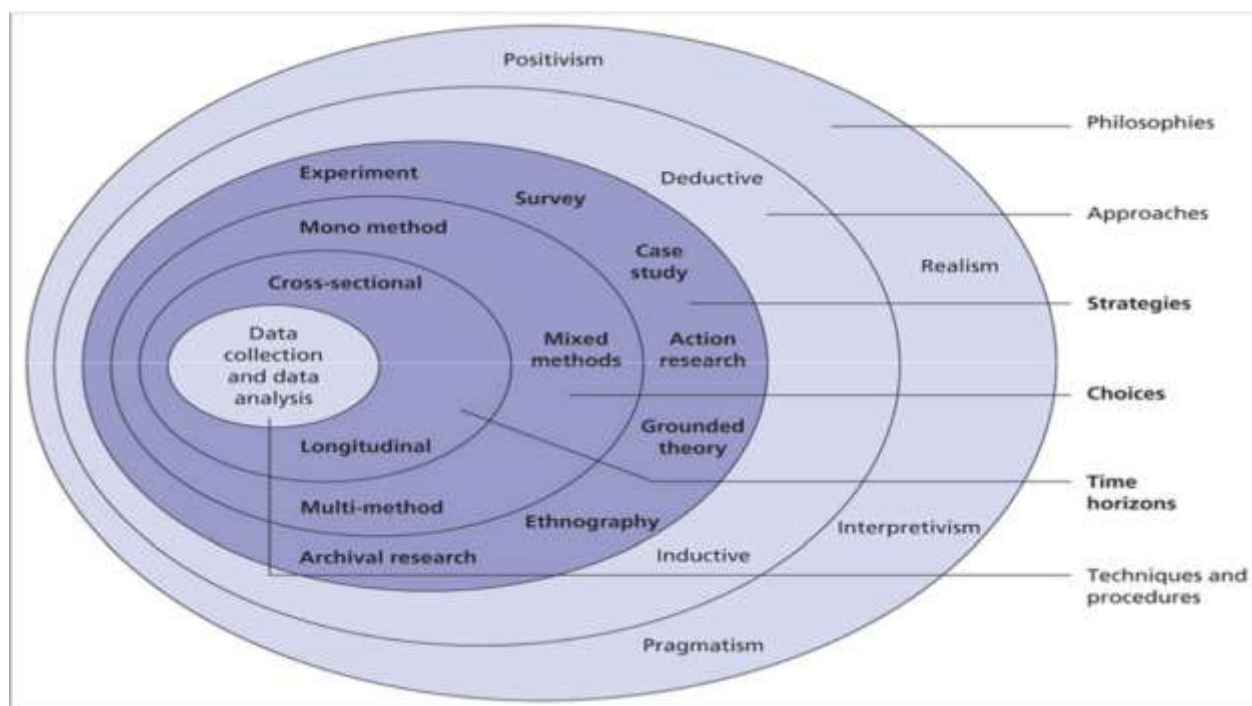


Figure 4.1: Onion peel pattern showing the relationship between paradigm and research methodology. (Source: Saunders et al. 2016: 124)

Saunders et al. (2016) also put the term methodology into context by referring to it as a theory of how research should be undertaken including philosophical assumptions upon which the research is based and the implications of the methods and strategies adopted. The term 'research methods' relates to forms of data collection, analysis, and interpretation that researchers propose for their study in line with the interpretation of Saunders et al. (2016) and Creswell and Creswell (2017:250). In simple terms, Hussey and Hussey (1997:54) pointed out that methodology refers to the overall approach evident in the research process from the

theoretical foundation to the strategies that are used in the collection and analysis of the data. Methods, in contrast, refer to the specific means by which data are collected and analysed. This study used the same terms (Hussey & Hussey, 1997; Saunders et al., 2016). The paradigm a researcher adopts has a direct relationship with the research methodology available to him/her (Babbie, 2007; Barker, 2003; Creswell & Creswell, 2017; Hussey & Hussey, 1997;).

According to the research “onion”, before reaching the core or central point of data collection and analysis procedures, important layers of the onion must be peeled off and explained one after the other as guided by the research question. In this study, every selected part of the ‘onion’ was integrated, from the research philosophy, approaches, strategies, choices and time horizons leading to the data collection and analysis (Saunders et al., 2016). According to Blaikie and Priest (2017), research philosophy forms part of a research paradigm and strategies form part of the research design which has been combined with research approaches and finally, the data collection and analysis applies to the techniques and methods used. The terms are used interchangeably in this study.

4.4.1 Overview of the Theoretical Framework of Paradigm and Philosophy

Barker (2003) defined a paradigm as a pattern containing a set of legitimate assumptions and a design for collecting and interpreting data. A paradigm is thus a framework, viewpoint or the worldview based on peoples’ philosophies and assumptions about the social world and the nature of knowledge and how researchers view and interpret material about reality and guides the consequent action to be taken (Babbie, 2007:43; Creswell & Creswell, 2017).

In line with the same definition, Saunders et al. (2016) view philosophy as referring to a system of beliefs and assumptions about the development of knowledge, how knowledge develops through structured beliefs and assumptions. In other words, according to Ngulube (2019), a research philosophy refers to paradigms that are underpinned consciously or unconsciously, at every stage of a research, by one or more of the following different types of assumptions (Burrell & Morgan, 1979; Saunders et al., 2016):

- Assumptions about human knowledge (epistemological assumptions); Realities encountered in the research (ontological assumptions); and
- The extent and ways the researcher’s own values and beliefs influence the research process (axiological assumptions).

Figure 4.2 below provides a snapshot of the various paradigms and philosophies open to a researcher. In brief, the epistemology is how we know, while method or methodology are rules, tools and procedures of a research. Epistemology determines the choice of methodology and methods, it shapes and is shaped by research objectives, questions and the study design. Different theoretical perspectives have been included in the figure and are described below.

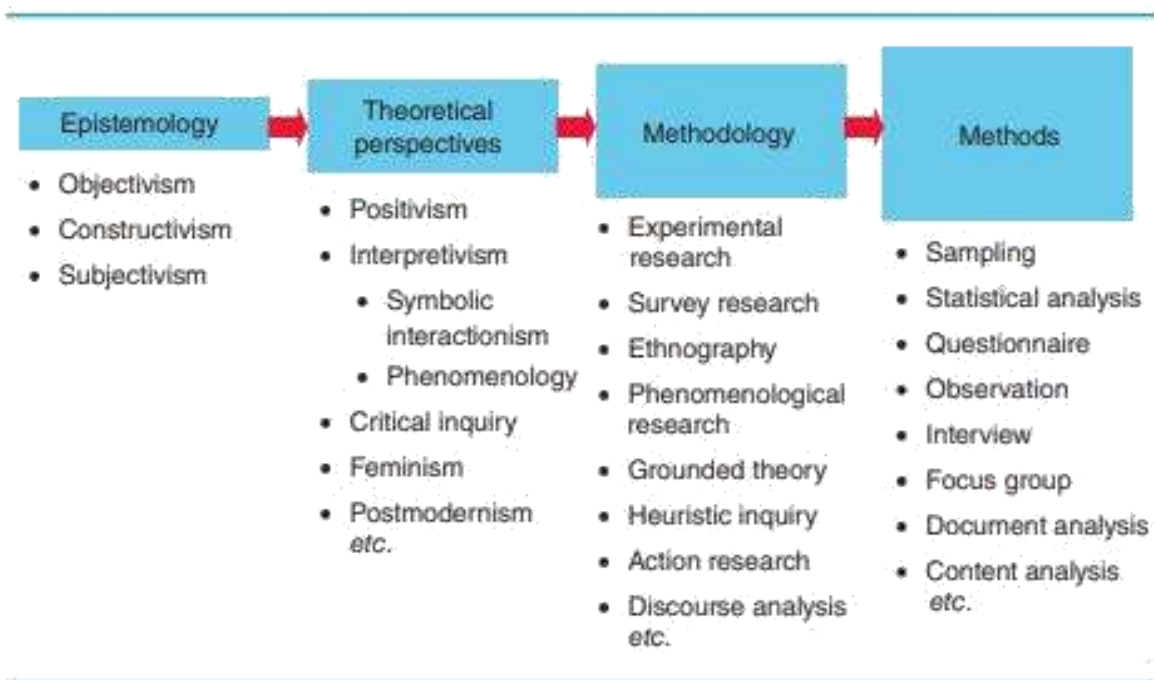


Figure 4.2: Paradigms and philosophies (Source: Gray, 2004:19)

The paradigm that a researcher uses guides the process of enquiry and ensures that the correct research methods are implemented. Although pluralism in the form of pragmatism is gradually gaining ground in research, the most two used paradigms are realism which is directly linked to the positivism, and constructivism which is linked to interpretivism (Denicolo, Long & Bradley-Cole, 2016). The difference between the two paradigms is that positivism is the dominant epistemological paradigm in the hard sciences, such as chemistry, biology, physics, or astronomy. Its core argument is that the social world exists externally to the researchers, and that its properties can be measured directly through observation (Wynn & Williams, 2012). That is, reality consists of what is available to the senses, that is, what can be seen, smelt or touched. On the other hand, according to Onwuegbuzie, Johnson and

Collins (2011), interpretivism is closely linked to the social sciences, such as psychology, sociology and anthropology that interpret human behaviour, institutions or events within society. Interpretivism asserts that natural reality and social reality are different and therefore require different methodological approaches. While the natural sciences are looking for consistencies in the data to deduce the laws (nomothetic), the social sciences often deal with the actions of the individual (ideographic). Crotty (1998) indicates that our interests in the social world tends to focus on those aspects that are unique, individual and qualitative, whereas our interests in the natural world focus on more abstract phenomena, that is, those exhibiting quantifiable, empirical regularities.

In a nutshell, interpretivism looks for culturally derived and historically situated interpretations of the social world; that is, there is no direct, one-to-one relationship between ourselves (subject) and the world (object) (Babbie, 2007; Creswell & Creswell, 2017; Saunders et al., 2016). Interpretivism has been found suitable for this study for reasons to be explained later. Now that the researcher has described the two most considered research paradigms, their differences and the researcher's choice of paradigm, what follows in the next section is a discussion of the epistemological, ontological and axiological stances of the study. These three philosophies are only distinguishable by first considering the differences in the assumptions each makes.

4.4.2 Epistemological Perspective of the Study

The choice of the methods of collecting data is influenced by the research design. This methodology, in turn, is influenced by the theoretical perspective adopted by the researcher and in turn, by the researcher's epistemological stance. So, what is epistemology? It is defined as the nature of knowledge – its nature and forms, how it can be acquired and how it can be communicated to other human beings (Cohen, Manion & Morrison, 2011). It is also described simply as ways to acquire knowledge (Bryman, 2001).

For this study, the researcher decided to use interviews, focus-group discussions and observations to collect data on the strategies principals use to manage unionised and non-unionised teachers. Because the researcher sought to gain knowledge about the topic under study, the researcher was also aware that there are factors such as truthfulness, belief, and justification may help or hamper the knowledge acquisition from participants.

All that the researcher wanted to do was to investigate associations between the participants' perspectives (knowledge and experience on how principals have been managing teachers) and the topic.

Acquiring knowledge (epistemology) in interpretive research means investigating the phenomena in many ways, in this case (using one-on-one interview, focus groups and observations). Because the social context is different from the natural context, investigating the social phenomena by using multiple methods of collecting data helped the researcher to accommodate many potentially diverse interpretations resulting from the investigation.

The researcher assumed that participants were aware of what the topic was about. In this regard, while investigating the strategies used by principals through the knowledge and experiences imparted by teachers and principals, the researcher was also concerned about understanding their perceptions of the phenomenon as part of each their 'world of human experience'. So, at the end, the researcher developed a philosophical viewpoint for deciding what kinds of knowledge were legitimate and adequate.

4.4.3 Ontological Perspective of the Study

Ontology is the study of being; that is, the nature of existence and what constitutes reality. The ontological perspective is concerned with the nature of the world and human beings in their social context. It says that the social phenomenon is independent from other factors, that is, the world is one and there are no other factors (Lawton, 2019). Interpretivism argues that there are multiple realities and ways of assessing knowledge about the world and this happens through various and multiple and subjective investigations. Supporting these sentiments, is constructivism, which indicates that truth and meaning do not exist in some external world but are created by people's interaction with the world (Chia, 2002).

Considering the above explanation, the ontological perspective of the study is that attention is focused on the formation of reality which is in the world and needs to be investigated and understood. In this study, the researcher was of the view that principals are finding it difficult to manage schools and teachers because of the external forces outside the educational system with a vested interest.

This assumption might not be based on fact, but because realities are multiple and subjective, they can only be constructed from gaining knowledge through interaction with the subject. De

Vos (2011) stated that social reality can be understood through interaction with people and through people's beliefs and experiences.

The study used the ontological perspective of constructivism which stems from the fact that discovering the truth or reality about a certain phenomenon can emerge from people's experience, views and perceptions which can be discovered through in-depth investigation and research.

4.4.4 Axiological Perspective of the Study

Axiology refers to the role of values and ethics within the research process (Saunders et al., 2016). This incorporates questions about how we, as researchers, deal with both our own values and those of our research participants (Saunders et al., 2016). According to axiological assumptions, the role of the values of a researcher play in all stages of the research process is an important consideration if research results are to be credible (Saunders et al., 2016).

In the context of this study, reliance on data collection through focus-group interviews is a clear indication that the researcher valued personal interaction with respondents more highly than views expressed through anonymous questionnaires (Saunders et al., 2016). This choice was dictated by the desire to fully understand what strategies principals use to manage unionised and non-unionised teachers from their lived experiences in order to fully explore the research topic. From a subjective point of view, this study has also taken advantage of the axiological assumptions that it is value bound, integral and reflexive (Saunders et al., 2016).

4.5 CHOICE OF RESEARCH PARADIGM

Earlier in the study, the researcher indicated that this study found interpretivism to be a suitable philosophy. To demonstrate the researcher's understanding of the various research paradigms, the researcher need to explain why the interpretivism is the driving wheel behind this study. According to Saunders et al. (2016); Cooper and Schindler (2006) and Hussey and Hussey (1997), it is important for any research study to incorporate philosophical concepts regarding science and knowledge. Although five major philosophies are noted in research namely positivism, critical realism, interpretivism, postmodernism and pragmatism (Saunders et al., 2016), the researcher focused on the two dominant paradigms.

4.5.1 Positivism

Positivism which is also referred to as quantitative research is grounded in the assumption that features of social reality constitute an independent reality and are relatively constant across time and settings (Saunders et al., 2016). Positivist researchers develop knowledge by collecting numerical data on samples and then subject these data to numerical or statistical analysis (Gall, Borg & Gall, 2016). Quantitative variables consist of measurable quantities or data and in most cases, hypotheses in the social sciences are tested with quantified, empirical data and statistical analysis (Babbie, 2007; Creswell, 2007; Hussey & Hussey, 1997; Ngulube, 2019; Saunders et al., 2016). One of the reasons for not choosing the positivist perspective in this study was because there is no theory being tested to give an objective answer.

4.5.2 Critical Realism

Critical realism is more concerned with belief that knowledge is historically situated and facts are socially constructed (Babbie, 2007; Creswell, 2007; Hussey & Hussey, 1997; Saunders et al., 2016). It applies reproductive, in-depth, and historically situated analysis of pre-existing structures and emerging agency (Saunders et al., 2016). Critical realism was not suitable for this study since the research question does not demand historical causal explanations.

4.5.3 Postmodernism

Postmodernism emphasises the value of language and power relations, seeking to question accepted ways of thinking and give voice to alternative marginalised views (Saunders et al., 2016). What counts more within this philosophy is the perception that truth and knowledge is decided by dominant ideologies (Saunders et al., 2016). In other words, it uses typically qualitative methods of analysis (Saunders et al., 2016). The research topic for this study had nothing to do with language categories and classification; hence, postmodernism could not be a choice.

4.5.4 Pragmatism

According to Creswell and Creswell (2017:248), pragmatism as a philosophy arises out of actions, situations, and consequences rather than antecedent conditions. It makes use of a range of research methods such as mixed, quantitative, and qualitative in the same study. It is mostly used in the mixed-methods research design (Babbie, 2007; Creswell & Creswell,

2017; Hussey & Hussey, 1997; Saunders et al., 2016). In other words, it can be both subjective and objective. As highlighted before, since this study is qualitative and more subjective, pragmatism was not suitable at all.

4.5.5 The Final Choice: Phenomenology

Close analysis of all the philosophical approaches indicated in the second peel of the research onion are basically grouped into two main philosophical approaches, positivism and phenomenology. These two are fundamental philosophical paradigms in research (Cooper & Schindler, 2006; Hussey & Hussey, 1997; Saunders et al., 2009). In other words, positivist researchers collect their data statistically making use of numerical measurements. Hence, they are referred to as quantitative in approach (Saunders et al., 2016). On the other hand, phenomenological researchers make use of interpretative analysis of data in a subjective manner considering that the human social phenomenon is not objective but subjective (Saunders et al., 2016). Hence, phenomenology is related to qualitative research approaches. This study adopted the phenomenological philosophical theory because the nature of the research question is suitable for an interpretive approach in a real-life situation (Cooper & Schindler, 2006; Hussey and Hussey, 1997; Saunders et al., 2009).

The paradigm a researcher adopts has a direct relationship with the research methodology available to them. Table 4.2 summarises the main features of the two paradigms as they relate to research methodology, again as pure forms at the two ends of a continuum.

Table 4.2: Features of the two main paradigms

POSITIVIST PARADIGM	PHENOMENOLOGICAL PARADIGM
<ul style="list-style-type: none"> • Tends to produce quantitative data • Uses large samples • Concerned with hypothesis testing Data is highly specific and precise the location is artificial • Reliability is high and validity is low • Generalises from sample to population 	<ul style="list-style-type: none"> • Tends to produce qualitative data • Uses small samples • Concerned with generating theories • Data is rich and subjective the location is natural • Reliability is low. Validity is high • Generalises from one setting to another

Adapted from Hussey and Hussey (1997:54) and Karodia (2016:27)

4.6 THE RESEARCH PARADIGM IN THE CONTEXT OF THE STUDY

The phenomenological-interpretivist approach was used to understand the management strategies of principals in managing unionised and non-unionised teachers at schools. The phenomenological-interpretivist approach is an approach that is self-explanatory; that is, it explains how the paradigm can be best used to describe, to understand and to interpret a social phenomenon (Qutoshi, 2018). This approach is applicable to this study because it holds that any attempt to understand social reality must be grounded in people's experiences of that reality.

This study aimed to gain knowledge on the strategies of principals use to manage the two sets of teachers at schools, that is, the unionised and non-unionised teachers. The best way to gain the knowledge on these strategies is to interview participants that are affected by them. Those participants are principals, unionised teachers and non-unionised teachers.

This approach also forced the researcher to lay aside her prevailing understanding of the phenomenon and revisit her immediate experience to allow new meanings to emerge. In this case, the researcher used interviews which meant that the researcher had to 'bracket' to the best of her ability her current understanding and allow participants to speak for themselves. Participants were interviewed to give an in-depth knowledge and internal logic of their experiences. A phenomenological, interpretivist approach allows researchers to gain the subjective meaning of the phenomenon while avoiding ways in which the prejudices of the researcher bias the data (Creswell & Poth, 2017). By using interviews as a method of collecting data, the researcher was able to gain new meaning, fuller meaning or renewed meaning of the phenomena under study; in other words, based on the interpretivist approach, the researcher believed that true knowledge can only be obtained by deep interpretation of data using a qualitative approach (Tashakkori, Johnson & Teddlie, 2020). This approach assumes that a single person cannot represent the feelings and emotions of a group of people; and that all perceptions are equally important – something that is ignored by the quantitative approach. Having explained that this study used the phenomenological-interpretivist paradigm, it is clear that the qualitative approach was the most appropriate.

4.7 RESEARCH APPROACH AND METHODOLOGY

The second peel on the research "onion" as shown in Figure 4.1 is the research approach. A research approach is a designed plan that involves logical reasoning that follows a series of

procedural steps associated with assumptions, data collection methods, analysis and interpretation (Creswell, 2013, Creswell & Plano Clark, 2011; Soiferman, 2010). According to Creswell (2013), the research approach deals with the plan and procedures ranging from the broad research assumptions to detailed methods of data collection, analysis, and interpretation.

The study reflects on the management strategies of principals with a view to highlighting and understanding the experiences of both principals and teachers at school. Experts from around South Africa and abroad who attended a seminar at MANCOSA in 2012, regarding management of human resources, when asked to give a view around management or to define the term, strongly connected management to the administration of an organisation, whether it is a business, a non-profit organisation or government body. They further stipulated that management includes the activities of setting the strategies of the organisation and coordinating the efforts of human resources to accomplish its objectives through the use of valuable resources such as financial, natural, technological and human resources (Karodia, 20162).

This description is stated merely to give a view as to why the researcher chose the approach for this study which is described thoroughly below. The management of human resources, in this study, applies to principals and teachers.

4.7.1 Deductive, Inductive and Adductive Approaches

There are three distinguishable approaches in research namely deductive and inductive and adductive. The main difference between inductive and deductive approaches to research is that while a deductive approach is aimed and testing theory, an inductive approach is concerned with the generation of new theory emerging from the data.

A deductive approach usually begins with a hypothesis, while an inductive approach will usually use research questions to narrow the scope of the study (Saunders et al., 2016). For deductive approaches, the emphasis is generally on causality, while for inductive approaches the aim is usually focused on exploring new phenomena or looking at previously researched phenomena from a different perspective. Inductive approaches are generally associated with qualitative research, while deductive approaches are more commonly associated with quantitative research (Saunders et al., 2016) However, there are no set rules and some

qualitative studies may have a deductive orientation (Cooper & Schindler, 2006; Hussey & Hussey, 1997; Saunders et al., 2016;).

The most important point to bear in mind when considering whether to use an inductive or deductive approach is firstly the purpose of the research; and secondly the methods that are best suited to either test a hypothesis, explore a new or emerging area within the discipline, or to answer specific research questions (Cooper & Schindler, 2006; Hussey & Hussey, 1997; Saunders et al., 2016).

In order to understand these approaches, it is important to note any research project involves the use of a theory (Saunders et al., 2016; Cooper & Schindler, 2006). In other words, there is a theoretical framework that underpins any research study during the research process. The theory may or may not be explicit in the design of the research, although it will usually be made explicit in the presentation of the findings and conclusion of the research (Saunders et al., 2016). According to Saunders et al. (2016:145), “if your research starts with theory, often developed from your reading of the academic literature and you design a research strategy to test the theory, you are using a deductive approach”. Saunders et al. (2016:145) went further to mention that “if your research starts by collecting data to explore a phenomenon and you generate or build theory (often in the form of a conceptual framework), then you are using an inductive approach”. Lastly, “Where you are collecting data to explore a phenomenon, identify themes and explain patterns, to generate a new or modify an existing theory which you subsequently test through additional data collection, you are using an additive approach” (Saunders et al., 2016:145).

The nature of the research topic in this study allowed the researcher to use the inductive research approach. This is because the researcher started by collecting data to explore the identified phenomenon including the hidden meanings as a way of enhancing a theory. Another reason for using the inductive approach was because of the strengths listed below: (Saunders et al., 2016: 145)

- Logic: in an inductive inference, known premises are used to generate untested conclusions;
- Generalisability: generalisation is from the specific to the general;
- Use of data: data collection is used to explore a phenomenon, identify themes and patterns, and create a conceptual framework;

- Theory: allows theory generalisation or building; and
- Methodological choice.

4.7.2 Justification for the Choice of the Qualitative Research Methodology

Table 4.3 below clearly summarises how the qualitative research methodology suits the context of this study:

Table 4.3: Justification for the choice of the qualitative approach

Core Characteristics	Applicability of the approach in this study
Natural Setting	Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. data for this study was collected at schools in the afternoon.
Researcher as a key instrument	Qualitative researchers collect data themselves through examining documents, observing behaviour or interviewing participants. Data for this study was collected by the researcher herself who interviewed principals, unionised members and non-unionised members. the researcher also observed a couple of briefing meetings that took place in the mornings and also staff meetings. the researcher used an observation sheet and an interview schedule.
Multiple sources of data	Qualitative researchers typically gather multiple forms of data such as interviews, observations, documents, and audiovisual information rather than relying on a single data source. For this study, data was collected through interviews, focus groups and observations.
Inductive data analysis	The researcher used the inductive method of analysing data. Data collection in this study was used to explore the phenomenon, identify themes and patterns, and create a conceptual framework as well as enhance and theoretical framework underpinning the study by adding more insight.
Participants' meanings	During the entire qualitative research process, the researcher kept the researcher's focus on learning the meaning that the participants hold about the management strategies of principals in managing diverse teachers. the researcher was careful not to bring to the research the researcher's own meaning or bias.

Core Characteristics	Applicability of the approach in this study
Emergent design	Because the idea behind qualitative research is to learn about the problem or issue from participants and to address the research to obtain information. This study was not rigid in that it considered new ideas that arose during the study and accommodated emergent themes.
Reflexivity	In this case, the researcher reflected on how the researcher's own background, particularly the researcher's educational position as a principal, helped to shape the direction of the study. Most of the information gathered from participants was relatively familiar and this helped the researcher not to be biased.
Holistic account	Qualitative researchers attempt to build up a full account of the issue under investigation. This means that they report on every complex idea that could have been gathered during the collection of data, or an idea or viewpoint that emerges during the process of research.

Adapted from Creswell (2013), Hatch (2002) and Marshall and Rossman (2011)

4.7.3 Application of Qualitative Research Methodology to this Study

The characteristics and advantages of the qualitative research approach have already been listed above. Therefore, in this section, the researcher briefly discuss the how they were applied and implemented in this study.

The natural setting (Gray, 2009) in this case means that the investigations or the inquiry took place in the environment that was natural to the participants. Participants in this study were teachers and principals, which means that the natural setup was at the schools, where teacher participants taught and where principal participants managed the schools. This was considered as the participants' natural setting because these participants spent most of their time at school. The school is a very familiar environment to both the participants and the researcher because the researcher am also a manager at a school. According to McMillan and Schumacher (2010) and Gray (2009), collection of data must be done where participants will feel safe and comfortable.

Creswell and Miller (2010) maintained that while it is expected of the researcher to have a cordial relationship with the participants, it is also imperative for researcher to note hindrances

pertaining to contextual sensitivity. This means that the researcher as the key instrument of gathering data, must endeavour to collect rich data and should understand that collecting the desired data will depend heavily on the context or other circumstances such as language usage or the environment. In this study, language was not a barrier as all participants were fluent in English.

The quality of data is ensured when there is an element of trust. Therefore, for this study, the researcher did her best to ensure the confidentiality of each participant. Both teachers and principals were required to participate in interviews at the school: principals in individual interview teachers in the focus-group interviews. Because the collection of data included the use of observation, recording of information was conducted with the consent of all participants. Chaisson, Kass, Chengeta and Mathebula (2011) indicated that seeking the participants' consent is a prerequisite for researchers.

4.8 SELECTION OF RESEARCH PARTICIPANTS

This study sought to understand the management strategies of principals in managing unionised and non-unionised teacher. Data was collected from teachers and principals of the secondary school. Teachers were sampled based on the fact that they were affiliated to a union and had been members for at least one year. Data was also collected from teachers who were not members of a union. In addition, principals were also sampled as participants with five years of experience as principals of secondary schools. In total, the researcher collected data from 28 participants, of which four were principals, 12 were teachers affiliated to unions and the other 12 teachers were not affiliated to any teacher unions. The details of these participants are described below in a table format and according to their portfolios as participants. In order to contextualise the interviews that were conducted with the various categories of participants, the researcher has provided a thorough overview of the participants in the coming chapter 5.

According to Mirhosseini (2020), data gathering is fundamental to any research, as the data is meant to contribute to a better understanding of a theoretical framework. It then becomes imperative that selecting the people from whom the data is obtained is done with sound judgement, especially since no amount of analysis can make up for improperly collected data. This study used the purposive sampling technique, also called judgement or subjective sampling. Purposive sampling relies on the judgement of the researcher when it comes to the

selection of units that are to be studied. The idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research.

Purposive sampling is a non-random technique that is not based on underlying theories or a set number of participants (Oppong, 2013). Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of their knowledge or experience.

The researcher was confident that these participants would be able to communicate experiences and opinions in an articulate, expressive, and reflective manner. In the light of the above process, Palinkas, Green, Wisdom and Hoagwood. (2013) highlighted seven methods of purposeful sampling for qualitative data collection as shown in Table 4.4 below.

Table 4.4: Types of sampling (Palinkas, Green, Wisdom and Hoagwood, 2013)

Type of sampling	Description
Homogeneous Sampling	This form of sampling, unlike Minimal Variance Sampling, focuses on candidates who share similar traits or specific characteristics. For example, participants in homogenous sampling would be similar in terms of ages, cultures, jobs or life experiences. The idea is to focus on this similarity and how it relates to the topic being researched.
Typical Case Sampling	TCS is useful when a researcher is dealing with large programmes. It helps set the bar of what is standard or “typical”. Candidates are generally chosen based on their likelihood of behaving like everyone else.
Extreme/Deviant Case Sampling	The opposite of Typical Case Sampling, Extreme (or Deviant) Case Sampling is designed to focus on individuals that are unusual or atypical. This form of sampling is more often used when researchers are developing “best in practice” guidelines or are looking into “what not to do”.
Critical Case Sampling	This type of purposive sampling is extremely popular in the initial stages of research to determine whether or not a

Type of sampling	Description
	<p>more in-depth study is warranted, or where funds are limited, Critical Case Sampling is a method where a select number of important or “critical” cases are selected and then examined. The criterion for deciding whether or not an example is “critical” is generally decided using the following statements: “If it happens there, will it happen anywhere?” or “if that group is having problems, then can we be sure all the groups are having problems?”</p>
Total Population Sampling	<p>TPS is a technique where the entire population that meet the criteria (e.g., specific skill set, experience, etc.) are included in the research being conducted. Total Population Sampling is more commonly used where the number of cases being investigated is relatively small.</p>
Expert Sampling	<p>As indicated by the name, Expert Sampling calls for experts in a particular field to be the subjects of the purposive sampling. This sort of sampling is useful when the research is expected to take a long time before it provides conclusive results or where there is currently a lack of observational evidence. Expert sampling is a positive tool to use when investigating new areas of research, to garner whether further study would be worth the effort.</p>
Heterogeneous Sampling (HS) Maximum Variation Sampling (MVS)	<p>The basic principle behind HS or MVS is to gain greater insights into a phenomenon by looking at it from all available angles. It involves selecting candidates across a broad spectrum relating to the topic of study. This type of sampling is useful when a random sample cannot be drawn. This type of purposive sampling is suitable for this study, because it starts with a specific purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose.</p>

MVS was used in this study to develop a wider picture of the phenomenon. It requires a small sample of participants because it required an in-depth analysis of the voices of the participants. The researcher was convinced that, by using this type of purposive sampling, the results would be a meaning-making process in which the participants could deconstruct and reconstruct their experiences about the way and manner in which principals manage teachers who are unionised and non-unionised,

In this case, the researcher aimed to sample teachers and principals with the specific number of years of experience as indicated previously. The researcher hoped to identify common themes that were evident across the sample. Because the study required participants who exhibited a wide range of experience, qualifications and positions, the sampled participants, in their respective portfolios as principals, unionised teachers and non-unionised teachers would help the researcher to identify common themes. the researcher was not seeking to interview a large number of participants, so HS or MVS made it easier to sample the participants. According to Patton (2002) and Kuzel (1999), HS or MVS can be used on two main occasions: when the sample size is very small, i.e., between 20 and 50, or when no population information is available and it is not difficult to find population members with the selected characteristics.

4.9 METHODS OF DATA COLLECTION

Under this section, the researcher explains the various methods of collecting data for the purpose of fulfilling the aims of the study and answering the research questions.

4.9.1 Observations and Interviews

The two most commonly used primary qualitative data collection methods are observations and interviews. All research is generally concerned with obtaining answers to questions: some questions are in the form of questionnaires which is not the case for this study, while some questions are in the form of interviews based on the interview schedules.

The observations and interview schedules are data collection instruments that enable a researcher to formulate a constructive conclusion based on the observation of participants' behaviour and characteristics and on the experiences presented by participants through interviews. Both these instruments, however, have distinct features that have a bearing on the correct and appropriate use of each for specific data collection purposes.

4.9.1.1 Observations

According to Roulston and Choi (2018), there are two types of observations: structured and unstructured observations. Because of the nature of the research question and the interpretivist paradigm underlying this study, the researcher chose to use unstructured observations which can provide “quantities of descriptive data, since the observer is trying to record everything that has happened” (Damaskinidis, 2017:1232). the researcher chose to collect data through the interviews first before observations were conducted, as she wanted to use the data collected during the interviews to check the consistency of information during the observations. In other words, the researcher wanted to check whether what participants said they did was the same as what they actually did. Observations are also regarded as one of the most popular methods of collecting data in the education settings.

Unstructured observations were used to provide insights into interactions between principals and the unionised teachers and non-unionised teachers so that the researcher could illustrate the whole picture. In addition, unstructured observations were used to help the researcher to capture context and process and to understand the influence of the physical environment.

- Staff meetings observations

Observing staff meetings was done on several occasions in the four sampled schools. the researcher did the observation on her own. For the purpose of this study, observations were used to understand the practices of principals in conducting meetings where there were unionised and non-unionised teachers present. the researcher observed the process where teachers were given directives regarding how the term will unfold, expectations of the principal and the management in general, and how teaching and learning should be an integral part of a teacher’s daily plan. The researcher also observed the interactive process where teachers engaged with the principal, particularly on matters discussed previously and suggested solutions for any problems.

The primary aim of this kind of observation was to describe the nature of the physical and social setting where the interaction between the principal and teachers took place, followed by identifying occurring patterns and behaviour that were observed which included the general behaviour of both unionised and non-unionised teachers during the staff meetings and the principal’s management of these meetings.

The researcher used a staff meeting observation schedule (Appendix G) to ensure that the items on the schedule were observed even if what was observed was contrary to the expectations of the researcher. The researcher did not find it necessary to invite external observers such as her supervisor to assist with data collection. The use of unstructured observations meant that there was no need to ask questions or interfere in the process of conducting the staff meetings. The process of observing the staff meetings took place from the beginning until the end of the meeting which was about three hours. Staff meetings at the sampled schools took place in the beginning of Term 2 and the staff meetings covered the matters that had arisen during the previous term and the expectations for the current term. This kind of meeting needed a lot of time and energy; hence, the researcher preferred to do the observation on her own.

- Briefing meetings observations

The observations of briefing meetings were similar to the staff meeting observations except that, here, the main focus of the observation and data collection was on management and teacher interaction. The observations began with a general observation of the research phenomenon, such as punctuality, the seating arrangements in the staffroom, professionalism in the way teachers and managers addressed one another and the general behaviour portrayed by the staff during these meetings. Brief meetings were held every day at 07h30, and took only half an hour, before teachers dispersed to their classes.

The researcher observed briefing meetings five times, non-consecutively in each school. The observations took place over a four-week period. The researcher made notes on the generally observed behaviour to evaluate areas of concern and on activities that were significantly related to the research phenomenon. She also looked out for behaviours that were related to conflict management, decision-making, planning and coordinating, and politicking during the interaction in the briefing meetings. This was done in all the sampled schools.

The purpose of staff meetings and briefing meetings varied widely from school to school and from meeting to meeting. It was mentioned that briefing observations took place five times in each school on different days, and during the observations, different patterns of behaviour were observed. In addition to the reasons for observing briefing meetings, the researcher's goal was also to identify effective behavioural repertoires of principals in staff meetings and the productivity of briefing meetings. How the staff interacted with each other and how they

managed feelings that developed as a result of such interactions influenced the atmosphere or the climate of the meetings nor matter what the initial purpose of the meeting was. The researcher made notes on the staff's interaction and both verbal and non-verbal behaviours.

4.9.1.2 School management meetings observation

The same process of observation was followed by the researcher to collect data that could complement or give perspective to data obtained through interviews. This observation was concerned with the increasing frequency of interpersonal behaviours and the team's compliance with the instructional orders of the principal during the meeting. The observation of the SMT was done to help gain the picture of how participants lived what they believed. Diamond and Spillane (2016) were of the opinion that the ongoing turmoil in most schools was due to the failure of the school management teams in assuming responsibility to help the principal to manage the school as well as the curriculum.

Managing the school involves collaborative action between the principal and the SMT. The SMT as educational leaders have a vital role to play in ensuring that there is cooperation between the managers and teachers. The researcher used the observation schedule as she did with the two previous observations.

4.9.2 Individual Interviews

Interviews are an integral part of qualitative research that is intimate to finding beliefs, values and attitudes of the subjects, they are thus useful for gaining insight and context into a topic and provide information to which the interviewee was previously privy to (DeLyser & Sui, 2013; Kanuka, 2010) Semi-structured interviews were the chief data collection tools for this study which allowed for an in-depth probing and extended responses within the allocated time. A semi structured interview is open and allowing new ideas to be brought up during the interview. The reason why the researcher chose to use the semi-structured interview is that it gives the participants an opportunity and advantage to give more useful information and express their opinions towards sensitive issues. Participants are also able to give reasons for their answers during interviews which will give the researcher reliable and comparable qualitative data as well (Creswell & Creswell, 2017). the researcher conducted interviews with each of the principals of the four schools. The main questions asked included what strategies the principals applied in order to manage teachers in their respective affiliations, including the

non-unionised teachers. The researcher encouraged the principals to refer to lived experiences and narrate examples of the experiences and perceptions they shared.

4.9.3 Focus-Group Interviews

Given that the main purpose of the study was to get rich, in-depth information, focus-group interviews were employed. A focus group is a discussion involving a small group of participants led by the researcher which seeks to gain an insight into the participants' experiences, attitude and perceptions (Korstjens & Moser, 2017; McMillan & Schumacher, 2014). In choosing the strategy, the researcher amongst other things, also considered its subjective analysis and descriptive abilities including a high level of accuracy in exploring feelings, experiences and perceptions of managers and teachers regarding the management strategies of principals by means of probing questions (Carey & Asbury, 2016; Groenewald, 2004; Hatch, 2002).

While it is understood that individual and focus-group interviews each have their own merits and drawbacks, it is suggested that focus groups can reach areas that other research methods cannot (McMillan & Schumacher, 2010). The other reason for including the focus-group interviews in addition to individual interviews was that there is scope for debates and meaningful arguments among the participants so as to provide in-depth views on the topic under study. The focus-group interviews provided the researcher with an opportunity to ask probing questions that led to clear understanding and insight on school managers' and teachers' experiences, perceptions, feelings and understandings (Groenewald, 2004; Hatch, 2002) of the topic. For this study, as the focus groups were made up of members from different affiliations and non-affiliated members, it was good to have members who belonged to different teacher unions in order to gain knowledge and perspective on the phenomenon. By creating a social environment in which group members were stimulated by the perceptions and ideas of others, the researcher could increase the quality and richness of data through a more efficient strategy than relying only on the individual interviewing (McMillan & Schumacher, 2010).

4.9.3.1 Advantages and disadvantages of using focus-group interviews

The advantages of focus-group interviews as pointed out by Kruger (1988) were relevant to this study.

- Focus-group interviews allow for the collection and capturing of data from real-life experiences in a social environment.
- Apart from the advantage of collecting data quickly, there is a high level of face validity within a focus-group interview.
- Focus-group interviews can be quite costly and require researchers who are skilled in-group processes.
- Bias may also be a problem as interview facilitators who are not skilled may give more attention to participants who are active than the passive ones (Nyamathi & Shuler 1990:1283).
- Focus groups provide insight into how people think and provide a deeper understanding of the phenomenon being studied.
- Conducting individual interviews can be costly and time-consuming but focus groups interviews give the researcher the ability to capture deeper information economically.

Group interaction and non-verbal communication are the primary benefits of focus groups. Group interaction between members of the target population during focus groups may encourage participants to make connections to various concepts through the discussions that may not occur during individual interviews. Non-verbal communication is also data that can be captured in focus groups (Kanuka, 2010).

There are some disadvantages of using focus-group interviews

- More expensive to execute than surveys because participants often expect to receive compensations to participate in the discussions.
- Participants can't voice their opinion freely, because they feel that they are under a microscope.
- Focus groups are no longer effective in the case of sensitive topics because participants are hesitant to answer such questions.
- Focus group consist of a sample of the audience which is not accurate societal representations.

Although the topic for the study is considered by those in the education system as a sensitive matter because it deals with management, principals in particular and unions, the researcher was successful in sampling quite a reasonable number of participants through the help of the principals of the selected schools. This was done to avoid sampling participants that were not

going to be useful to the study. Another point that made it easier for participants to agree to take part in the study was that the researcher explained her position in the education system so that participants do not feel like they were talking to a complete stranger who had no knowledge of the education system.

4.9.3.2 Approaches to focus groups

Calder (cited in Nyamathi & Shuler, 1990) identified three approaches to focus groups:

- The exploratory approach: This is a less-structured focus group conducted as a pilot-test in qualitative research and is aimed at generating theoretical hypotheses for the purpose of doing future research;
- The clinical approach: This is referred to as a traditional approach to focus groups which is used to obtain information about how participants experience certain practices which are then clinically or scientifically interpreted by a well-qualified professional;
- The phenomenological approach: This applied when there is need to understand participants' daily experiences.

This study used the phenomenological approach since the aim of the study was to understand the everyday practical experience and perception of the selected participants. During the process of conducting the focus-group interviews in this study, the researcher took detailed field notes to write down everything of relevance to the topic (Babbie, 2013). The notes taken included interpretation of observations. The notes were processed soon after the interviews. According to Morgan and Krueger (1998), notes should include:

- Seating arrangements: The order in which the people speak, to aid voice recognition.
- Non-verbal behaviours such as eye contact, posture, gestures between group members, crying, fidgeting.
- Themes that are striking: Highlighting as much of the conversation as possible. Attention to the dynamics that take place in a group.

4.9.3.3 Focus-group interview facilities

Permission was sought from the District Education Department (Appendix B) to involve the schools to provide convenient venues to conduct the focus-group interviews because of the professional facilities and centrality in location. Due to lengthy sessions, which lasted from 45

minutes to one hour, the participants' comfort was taken into consideration (Kingry, Tiedje & Friedman, 1990).

4.10 QUALITATIVE METHODS OF DATA ANALYSIS

According to Barbour (2014), qualitative data analysis is based on an interpretive epistemology that targets construction of knowledge by understanding the phenomenon through analysing participants' perspectives on it. For this study, qualitative analysis was used to interpret the responses in individual and focus-group interviews as reflected in the transcripts. An inductive process of qualitative data analysis allowed findings to appear from frequently recurring themes in the raw data. The researcher followed proper steps to ensure robust data analysis and because the data collected through individual interviews, focus-group interviews and observations were largely unstructured, it was essential to first transcribe the data collected. Therefore, the data was arranged systematically by converting all data into a text format, which was typed manually.

The researcher then had a thick booklet containing all the transcribed data which needed to be organised in an orderly manner as the next step. The researcher then went back to look at the research objectives in order to organise the data based on the questions asked. All research objectives were arranged in a table form for clarity. According to Nieuwenhuis (2010), much as it is time-consuming to organise data, it is important that researchers avoid working with unorganised data to avoid wasting time which could lead to inconclusive results.

During the focus-group interviews, recordings of sessions by an audio recorder and field notes taken were essential. The recordings captured all the discussions from the four focus-group interviews and individual interviews. The evidence from the recordings was then used to analyse the data according to the interview guide (Babbie, 2013).

A tabular approach was used during which all data were coded and meticulously sorted. This was done to compress the huge amount of data collected. Coding in this study was done by means of categorising and assigning patterns and themes to the collected data (Krueger & Casey, 2000). The analysis not only focused on the group, but also on the dynamics of the group (Barbour, 2014). Analysis in this study involved drawing together and comparing discussions of similar themes and examining how these related to the variation between individuals and between groups (Barbour, 2014). This step made it easier for the researcher to build on patterns and to gain in-depth insight into the data to draw informed conclusions.

The researcher verified themes by reading through the transcribed data again as to establish any emergent themes.

It should be noted that qualitative data analysis is a non-sequential process as it combines various phases together; it starts from data collection process and continues to the reporting stage (Creswell & Creswell, 2017; Nieuwenhuis, 2010). At each phase of data interpretation, the researcher gives descriptive summaries of participants' experience and perspectives and then moves to the analytical phase that describes the reason for the findings (McMillan & Schumacher 2010).

According to Schreier (2012), before choosing an analytical method, the researcher should select the most suitable method for answering the target research questions and consider the richness and sufficiency of the data. Below is a brief discussion of the step-by-step procedure followed in this study. The researcher have included a description of few methods of analysing data which led to the chosen method of analysing data for this study.

4.10.1 Qualitative Content Analysis

Content analysis is one of the several qualitative methods available for analysing data (verbal and written materials) and interpreting it. It is a research method that can be used with either qualitative or quantitative data. It is used to determine codes to reduce volumes of verbal or printed materials into manageable data from which the researcher identifies patterns and gains insight (Schreier, 2012). As a method, it represents a systematic and objective means of describing and qualifying phenomena. Qualitative content analysis can be reduced to concepts that describe the research phenomenon. The trustworthiness of content analysis results depends on the availability of rich, appropriate and well saturated data; therefore, data collection, analysis and results reporting go hand-in-hand. There are two ways in which data can be analysed using content analysis: inductive and deductive content analysis. This researcher chose inductive content analysis.

4.10.1.1 Inductive content analysis description

Inductive content analysis is a qualitative method of content analysis that researchers use to identify themes by studying the documents, recordings and other verbal materials. It is a sequential process that relies on inductive reasoning in which themes emerge from the raw data through repeated examination and comparison. It is also based on specific aims, such

as the research questions (Elo & Kyngas, 2007; Zhang & Wildemuth, 2009). In contrast to quantitative content analysis where quantitative measures are derived from numerical information sources, inductive analysis is well-suited for research where few or no previous studies of the phenomenon in question exist, allowing the researcher to make concrete and acceptable extrapolations from data for the purpose of developing new knowledge or theory (Moretti, Van Vliet, Bensing, Delledda, Mazzi, Rimondini, Zimmermann & Fletcher, 2011).

4.10.1.2 Inductive content analysis process

Schamber (2000) stated that inductive content analysis begins with organising raw data which would have been transcribed verbatim, particularly the recorded data. This is done through the process called open coding. Through open coding, the researcher reviews the material, making notes and putting headings in the text as she reads. This process often requires repeated reading of the material, after which the researcher transcribes the notes and headings onto a coding sheet. The next step involves grouping the data, reducing the number of categories by combining similar headings into broader categories. Through this process, the researcher generates knowledge and increases understanding of the material.

4.10.1.3 Organising data

In all data analysis, the purpose is to organise and elicit meaning from the data collected and draw realistic conclusions (Polit & Beck, 2006). In qualitative content analysis, data is presented in words and themes, which makes it possible to interpret the results. The researcher transcribed all the raw data from interview recordings, word for word, including non-verbal behaviours. The data was then typed for easy reading. The researcher familiarised herself with the data by reading through the transcribed text to obtain sense of the whole, that is, to learn what was going on before it could be broken down into smaller meaningful units. According to Berg (2001), a meaningful unit is the smallest unit that contains some of the insights the researcher needs, and it is constellation of sentences or paragraphs containing aspects related to each other, answering the questions set out in the aim or the objectives. Eventually units must be condensed, meaning that the number of words is reduced without losing the essence of the unit. Data or interview data can be arranged in accordance with the research questions or grouped according to the similarity of answers; therefore, it is important to read the research questions during the process of analysing.

4.10.1.4 Coding

Coding is a way of indexing or categorising the text in order to establish a framework of ideas about it, it is a process of labelling and organising your qualitative data such as interview scripts, to identify different themes and the relation between them (Gibbs, 2007; Saldana, 2011). The researcher started coding during the process of repeated reading, using a line-by-line coding, and trying to pick up some important themes there applying what Smith and Davies (2010) stated about coding, namely, that it is classified as an unabridged thought or remark. The line-by-line coding was done through sampled material, then use it to create an initial list of codes. Codes can be wording the respondents used or new words the researcher wants to use. The researcher was consistent and continued to reduce the number of codes by looking at the commonalities within the initial categories that the researcher created. Burla, Knierim, Barth, Liewalds, Duetz and Abel (2008) stated that consistency in coding is of paramount importance in qualitative data analysis so it is, therefore, important to clearly explain the coding units beforehand. Once codes had been created, the researcher continued coding all the material, identifying new codes to add the ones already identified, merged some codes and deleted some. By combining the codes, the researcher was able to develop different themes or categories. The coding process ended when the researcher was sure that the researcher could explain the meaning of the data, categorised with the help of the codes the researcher had developed. Thus, the codes continued to change until process of analysis had been completed.

4.10.1.5 Identification and development of themes

Themes are used as attributes, descriptors, and concepts that enable the researcher to answer the research question. They contain codes that have a common point of reference. Patton (2002) stated that themes are the overall concept, and both themes and categories must be rooted in the data from which they arise.

The researcher determines whether the themes are good enough because it depends on the aim, objectives and the research questions of the study. Sharing these sentiments, Vaismoradi, Jones, Turunen and Grove (2016) indicated that theme is the main product of the data analysis that yields practical results in the field of study. They further stated that the creativity of the researcher is an integral part of the analysis and in presenting the results in terms of a storyline. The researcher applied the four phases and stages of theme

development in qualitative inductive content analysis. The stages are described below in Table 4.5.

Table 4.5: States of inductive analysis

PHASES	STAGES
Initialising	Reading transcribed and highlighting meaning units; coding and looking for abstractions in participants' account; writing reflective notes. Clarifying and comparing.
Construction	Labelling, translating, and transliterating, defining and describing.
Rectification	Relating themes to establish knowledge and stabilising.
Finalising	Developing the story line.

Adapted from Morse (2011)

4.11 VALIDITY

Validity is usually associated with quantitative research but according to Gray (2009) and McMillan & Schumacher (2010), there are some questions that the qualitative researcher can ask and some techniques they can use to establish a reasonable level of validity. The manner in which questions are asked in qualitative research which deals with themes and context needs to be trustworthy. For this study, the researcher used the interview question schedules and the observation schedule to address the aims of the research. It was previously believed that it is difficult to assess validity in qualitative research as it involves human understanding, experience, and perceptions. Validity in qualitative research indicates consistency and trustworthiness regarding activities and events associated with the phenomenon as signified by the study results (Golafshani, 2003).

While it is understood that validity is a key aspect of all research, it is particularly vital in qualitative work, which was not the case previously. It is used to check the researcher's subjectivity that can easily cloud the interpretation of the data, and where research findings are often questioned or viewed with scepticism by the scientific community. Validity is shown by the extent to which the results represent reality. Noble and Smith (2015) described validity as the degree of similarity or correspondence between the explanations of the phenomenon

and reality. There are several types of validity which include internal, external, criterion, construct, content, predictive and statistical validity.

According to Gunawan (2015), Morse (2015), Lincoln and Guba (2000) and Leung (2015) indicated that trustworthiness or rigour of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of the study. Trustworthiness ensures that there are logical connections between various steps in the research process from the purpose of the study through the analyses and interpretation (Amankwaa, 2016). For improving rigour for this inquiry, the researcher used the criteria outlined in Lincoln and Guba (1994) which is credibility, transferability, dependability and confirmability, as outlined in Table 4.6 below:

Table 4.6: Criteria for trustworthiness of qualitative research (Lincoln & Guba, 1994).

Criteria	Definition
Credibility	The extent to which the findings presented by the researcher matches the personal constructions of the participants.
Transferability	The extent to which decisions can be made about usefulness of the study findings in other contexts.
Dependability	The extent to which a replication of the study with the same or similar participants in the same or similar context would produce similar results.
Confirmability	The extent to which the study findings and conclusion reflect the data collection.

4.11.1 Credibility

Credibility is the first aspect or criterion that must be established, and it is seen as the most important aspect in establishing trustworthiness. This because credibility essentially asks the researcher to clearly link the research study's findings with reality in order to demonstrate the truth of the study's findings. Polit and Beck (2014) described credibility of the study as the confidence in the truth of the study and therefore the findings as the most important criterion. Credibility refers to the truth as known, experienced, or deeply felt by the people being studied and interpreted from the findings with co-participant evidence as the 'real world' or the truth of reality (Hamilton, Hutchinson & Pinnegar, 2020).

It is important to discuss firstly the assessment of the quality of the inductive content analysis. Shenton (2004) and Leung (2015) produced guidelines for inductive analysis that qualitative researchers should bear in mind:

- The adoption of research methods that are well-established by qualitative researchers.
- Familiarisation with the culture of participating communities.
- Adoption of the most appropriate sampling strategies for their kind of enquiries.
- Use of different methods of gathering data with the intention of triangulating data from those sources.
- Following strategies that would provide assurance of honesty by participants. Use of recapitulative or reiterative questioning.
- Use of negative case analysis where a researcher would find it appropriate to adjust or rephrase research questions to suit the collected data.
- Continuous debriefing sessions with study supervisors in order to broaden their understanding. These meetings help the researcher to gain knowledge and understanding and improve interpretations of the phenomenon from experienced others.
- Use of peer scrutiny can assist by making suggestions and seeking clarity on questions which would enable the researcher to enhance their strategies.
- Reflection on their research processes and evaluation of how patterns emerge from gathering data and generation of knowledge.
- Use of the experience of the researcher to measure the credibility of the findings.
- Use of member checking to verify with the research participants that the information provided by the researcher matches their exact views and utterances.
- Providing a broad and in-depth explanation of the phenomenon to enable the reader to be acquainted with the context of the study in question.
- Comparison of the findings with other studies addressing similar issues.

In assuring credibility for this study, the researcher embraced professional integrity and intellectual rigour while the methodological capabilities were all in line with Lincoln and Guba (2003) and Lauckner, Patterson and Krupa (2012). The researcher used the two techniques (triangulation and member checking). The researcher relied heavily on the mode of data collection using multiple data sources such as individual interviews, focus-group interviews and observations. Yin (2003) calls this methodological triangulation which involves use of different data collection methods in order to check the consistency of the findings. These

methods gave the researcher an opportunity to compare the findings from several procedures in this study such as interviews and observations.

The researcher used member checking (Carlson, 2010) as the second important technique to establish credibility. This is the technique in which data, interpretations and conclusions are shared with the participants. It allows the participants to clarify what their intentions were, to correct errors and provide additional information if necessary.

Creswell, Maietta, Miller and Salkind (2002) indicated that credibility can also be ensured by a prolonged engagement in the field, reflexivity of the researcher and the research protocol, while Patton (2002) posited that a credible qualitative research depends on three distinctive components:

- Rigorous methods for doing field work that yield high-quality data which are systematically analysed with attention to issues of credibility.
- The credibility of the researcher which is dependent on training, experience, track record, status, and presentation of self.
- A philosophical belief in the value of qualitative inquiry, embracing a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking.

Having mentioned the above components, the researcher spent considerable time at the sampled schools over three months to ensure consistency of data collection; that is, a prolonged field engagement with principals doing individual interviews, focus-group interviews and recording observed actions during the staff, briefing and school management meetings at each school. As the principal of a secondary school, the researcher had no difficulties in relating to the participants naturally and obtaining rich data for the interpretations and findings of this study.

4.11.2 Transferability

Transferability refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings (Maxwell, 2020). The qualitative researcher can enhance transferability by doing a thorough job of describing the research context and the assumptions that were central to the research; that is, by providing a detailed

contextual explanation of the phenomenon under study to assist the reader to acknowledge the choice of the researcher's sampling methods.

Clisset (2008) stated that the researcher herself cannot prove that the research findings will be applicable. Instead, the job of the researcher is to provide evidence that it could be applicable. Lincoln and Guba (1985) said that it is not the researcher's task to provide an index of transferability, but it is their responsibility to provide the data base that makes transferability judgements possible by other researchers. The researcher stuck to Lincoln and Guba's (1985) recommendation of providing a thick description of the phenomenon. This is why qualitative researchers need to provide a robust and detailed account of the processes they followed during data collection.

In the light of the above information regarding thick description of the phenomenon, the researcher provided a sufficient and detailed description of where the interviews occurred, the possibility of participants conducting interviews after school and other aspects of data collection that helped provide a richer and fuller understanding of the research setting. In a nutshell, a clear contextual setting for this study was explained, in order to enable other researchers to be able to transfer the findings of this study to their contexts and to make the transferability judgements themselves.

4.11.3 Dependability

Gaus (2017) indicated that dependability refers to the degree to which the researcher and the reader could depend on the truthfulness of the findings. Lincoln and Guba (1998) supplemented the definition by stating that dependability is the extent to which a replication of the study with the same or similar participants in the same or similar context would produce similar results.

In this study, as explained earlier, the researcher verified the consistency of the findings with the raw data collected by using an external audit. All records were kept such as how the research design and questions were formulated within explicit theoretical and philosophical traditions and the researcher's activities at the sites were reported in detail. Justifications of any changes that emerged in the design were recorded and made available to the external auditor.

The external auditor was an experienced researcher who examined the process of data collection and analysis and the research study. According to Guest, MacQueen and Namey (2012), an external audit is done to confirm the accuracy of the findings and to ensure the findings are supported by the data collected. In this study, the external auditor examined all the interpretations and conclusions to determine whether they were supported by the data the researcher submitted to him.

4.11.4 Confirmability

This is the last criterion of trustworthiness that a qualitative researcher must establish. Confirmability refers to the degree of to which the results could be confirmed or corroborated by others (Slater, 2020). Guba and Lincoln (1989) suggested that a chain of evidence should be provided such as field notes, interview recordings and schedules which are connected to the conclusions of the study. That is, the researcher can document the procedures for checking and rechecking the data throughout the study. The researcher made sure that her assumptions, position as a researcher and possible biases were delineated, and this the researcher did, as mentioned before, by member checking. This process helped the researcher to ensure that the findings of the research study were based on participants' narratives and words rather than the researcher's potential biases. Confirmability is done to verify that the findings are shaped by participants more than they are shaped by the qualitative researcher.

In addition to the above information, the researcher kept an audit trail. An audit trail provides the details of the process of data collection, data analysis and the interpretation of data (Koch, 2006). The researcher recorded topics that were unique and interesting during the data collection, and the process of coding and merging of themes was also recorded.

The researcher ensured that a good sample group was selected, and this was achieved by means of purposive sampling where principals of secondary schools and teachers who are affiliated to unions and the non-unionised teachers were sampled. This process was then followed by ethical recruitment where the researcher presented the potential participants with information about the study (Appendix D), prior to their commitment to participate. A full description on how ethical considerations was supplied as explained in the next section. One other reason why the researcher considered doing ethical recruitment was that it is important

in qualitative research to avoid data being collected from individuals who are not truly representative of their population.

The researcher included triangulation as a way of assessing trustworthiness in this study. According to Patton (2002), triangulation is used as a qualitative research strategy to test trustworthiness through converging information from different sources. This means using more than one method of collecting data on the same topic. The research is done by using multiple methods of data sources to develop a comprehensive understanding of the phenomenon. This could include using different locations or settings and techniques that would inform the results from different angles (Heale & Forbes, 2013). For this study, the researcher visited four different schools where individual and focus-group interviews took place and where three different kinds of meetings were observed at the schools.

The researcher also tested validity using the technique called respondent validation. The researcher had to go back after the conclusion of the data analysis and finalisation of results to check with respondents about the information given during the interviews. The expectation was that participants would still remember the information recorded during the interviews and would be able to validate the results as authentic after being presented to them by the researcher. Finally, the researcher considered saturation levels to check that no new information emerged to enhance or change the findings of the study.

4.12 ETHICAL ISSUES

Considering the nature of qualitative studies, the interaction between researchers and participants can be ethically challenging for the former, as they are personally involved in different stages of the study. Ethical considerations are specified as one of the most important parts of the research. The ethics of social science research where the focus is on people, requires researchers to be aware of the moral issues implicit in their work, and of the possible and actual positive and negative effects their investigation have or could have on those who are involved (Cohen et al., 2011). Bell and Bryman (2007) outlined ten points representing the most important principles related to ethical considerations:

- Research participants should not be subjected to harm in any ways whatsoever. Respect for the dignity of research participants should be prioritised.

- Full consent should be obtained from the participants prior to the study. The protection of the privacy of research participants has to be ensured. Adequate level of confidentiality of the research data should be ensured.
- Anonymity of individuals and organisations participating in the research has to be ensured.
- Any deception or exaggeration about the aims and objectives of research must be avoided.
- Affiliations in any forms, sources of funding, as well as any possible conflicts of interest have to be declared.
- Any type of communication in relation to the research should be done with honesty and transparency.
- Any type of misleading information, as well as representation of primary data findings in a biased way must be avoided.

Cohen et al (2011) and Creswell and Creswell (2017) indicated that it is the responsibility of every researcher to formulate specific ethical guidelines and prescribe the manner in which they are interpreted and applied to a specific context. Researchers face ethical challenges at all stages of the study, from designing to reporting. These include anonymity, confidentiality, informed consent, and the researchers' potential impact on the participants and vice versa. For this study, the researcher paid attention to several key issues such as informed consent (Creswell & Creswell, 2017; Gay, Mills & Airasian, 2009; McMillan & Schumacher, 2014) and access and acceptance as a way to address the ethical challenges and provide applicable and trustworthy outcomes.

4.12.1 Informed Consent

Informed consent has been recognised as an integral part of ethics in research carried out in different fields. For qualitative research, it is of utmost important to specify in advance which data will be collected and how it is to be used (Cohen et al., 2011). While we understand that qualitative researchers have to both evaluate what they observe and interpret it, it is vital for researchers to have necessary skills and apply stringent rules of interpretation as this can lead to better extraction of reliable information from qualitative studies.

4.12.1.1 Voluntary participation

It is important to indicate that for this study, the researcher obtained permission to access the participants by submitting an application to the DoE Head Office where approval was acquired. The researcher then submitted an approval letter to the four districts of education to make them aware of the researcher's intention to access schools and permission was granted (Appendix B). Then the letter was submitted to schools to get the permission from the principals to meet with principals and teachers at the sampled schools (Appendix C). Duncan and Watson (2010) stated that participants should participate based on informed consent.

The researcher followed the principle of informed consent which involves researchers providing sufficient information and assurance to participants about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so without the exercise of any pressure or coercion.

The researcher presented the letter of consent to the principals and later to teachers (Appendix D). The letter of consent explained that each participant's decision to participate in the study was entirely voluntary (Cohen et al., 2011) and that their choice to participate or not to participate would in no way affect any aspect of their relationship with the DBE who gave the permission to access the participants in the first place. Participants were also informed that they could withdraw from the study at any stage without any kind of penalty or consequences (Creswell & Creswell, 2017).

4.12.1.2 The purpose of the study

The letter of consent for this study explained that the purpose of the study was to understand the management strategies of principals in managing unionised and non-unionised teachers; i.e., to understand the experience and perception of both unionised and non-unionised teachers about the strategies applied by principals in managing them, and to get the same from the principals. The researcher included the purpose of the study in the consent letter to make participants aware of what was required for this study and to establish the principles of fairness, honesty, and transparency.

4.12.1.3 Participants' potential role

The researcher explained in detail in the consent letter what the participants would be required to do. This included participants participating in individual interviews, focus-group interviews and observations while engaging in meetings at schools. The participants were also required to confirm the transcript of their interviews to check the accuracy against what they said during the interviews.

The researcher also included information about her identity and role during the collection of data, the objectives of the research, how the results would be published and used and to indicate when the field work would start, as well as the date, time and the venue of the interview. The researcher made the interview protocols for both individual and focus groups available beforehand. These were attached to the emails sent to the principals and were also produced during the first meeting with principals and teachers. The availability of the resources to be used and the explanation of the role of the participants would assist them to prepare, particularly because they were teachers, so they could be available on the specified date and to also make them understand of what was expected of them.

Creswell and Creswell (2017) and Cohen et al. (2011) emphasised that it is crucial for researcher to do review of the transcribed work with the participants, so they can provide the final approval of the both the content and the accuracy of the information contained in it. Rechecking of the transcribed data is important and is regarded as another way in which the researcher can maintain trustworthiness of the research.

4.12.1.4 Risks and benefits of participation

This part of ethical consideration refers to benefit as a valued or desired outcome while risk refers to the probability of harm or injury (physical, psychological, social, or economic) occurring as a result of participation in a research study. Both the issue of risk and benefits were detailed in the letter of consent. It explained that this study required the participants to participate in interviews as a way of contributing to a better understanding of how principals apply their management strategies in managing teachers. Apart from this, there were no benefits that arose from participating in this study. Participation in the interviews took place at schools where there was no potential harm or risk for participants (Gay et al., 2009).

4.12.2 Anonymity and Privacy

According to Cohen et al. (2011), confidentiality and anonymity are ethical practices designed to protect the privacy of human subjects while collecting, analysing and reporting data. By contrast, anonymity refers to collecting data without obtaining any personal, identifying information. Anonymous data is recorded so that the information can never be linked to the subject who supplied it. This means that by making data anonymous, the researcher must remove the participants' names. For this study, the researcher took steps to ensure that important information such as the job title, age, gender, experience, and affiliation was presented in a pseudonymous way. The principle of privacy is that a person in research involving human subjects has a right to privacy when participating in research (Gay et al., 2009). The study involved the issue of unions and management which may be viewed as a topic that requires sensitivity, particularly when collecting data through focus-group interviews where participants were both unionised and non-unionised. The letter of consent indicated how focus-group interviews were going to be conducted. The issue of privacy was guaranteed because the teachers did not have to move from their workplace, but interviews took place at their respective schools, after school when no one was present but the participants.

4.12.3 Confidentiality

The term confidentiality has different meanings for different researchers. To some researchers, it means no personal information is to be revealed except in certain situations and, to others, it means elaboration of the form of outcomes that might be expected from the study (Duncan & Watson, 2010).

According to Cohen et al. (2011), confidentiality applies to the ethical practices designed to protect the privacy of human subjects while collecting, analysing and reporting data. In this study, the researcher addressed the issue of confidentiality in the letter of consent. The letter stipulated clearly that their privacy would be assured by anonymity.

The letter also included that their participant would not be addressed or mentioned by name or be made identifiable by any means whatsoever in either the data processing phase or in the research report. The researcher explained in the letter of consent that pseudonyms would be used to refer to participants following the order in which interviews took place (Gay et al., 2009).

4.12.4 Use of Data

In qualitative research, data is collected with a focus on multifaceted views and narratives to produce a description of the experiences. Data collected was as overt as possible and the findings were then recorded and published. The next step after the completion of the thesis and the writing of an article is that the researcher expect to be awarded a doctoral degree. All this information was detailed in the consent letter to participants and participants were informed that they would be provided with a copy of the research report containing both the findings of the study and the recommendations based on the findings.

4.12.5 Accessibility and Acceptance

The researcher depended greatly on the approval of different persons including the DoE to access principals and teachers as participants and even using their schools as venues for data collection. The researcher followed what Cohen et al. (2011) described as the right way to apply for an official permission.

4.12.5.1 Permission to conduct the study

This study involved the teachers and principals of secondary schools, therefore permission to conduct a study involving such persons had to be sought from the DBE's Head Office. The researcher's request for permission (Appendix B) included a request for access to the principal's contact details and the contact details of the officials in the respective districts of education.

This was because the researcher wanted to make contact with the relevant teacher participants through the principals and the education district. The requests were both approved; the approval letters are attached. (Annexure B). The researcher was also granted ethics approval by the Ethics Committee of University of South Africa (Annexure A).

4.12.5.2 Venues for data collection

Data was collected in four different schools in four different districts of education. The researcher agreed with the participants, mainly the principal participants that collection of data through interviews and observations would be conducted at the schools. It was agreed and none of the teacher participants had a problem remaining after school for interviews. They understood that the activities of the school could not in any way be disrupted. The

collection of data through observations happened during the respective time for staff meetings, briefing meetings and the SMT meetings. In the end, there were four principals who were interviewed individually and 12 unionised and 12 non-unionised teachers were interviewed in focus-group interviews. The researcher did a lot of travelling in order to observe meetings which took place every week for four weeks and to interview teachers in different schools that were not situated in close geographic proximity to one another.

4.14 CHAPTER SUMMARY

This chapter outlined the details of the research paradigm, the qualitative research approach, the research design and the data collection method (individual interviews and focus-group interviews and observations) that I believed to have an influence on this study. The research included the process taken for selecting participants using purposive sampling; details regarding the research sites and the process applied and followed to ensure that data was correctly collected, organised, and analysed to ensure trustworthiness in the findings. The last part in this chapter provided a detailed description of how I applied the ethical considerations as stipulated by Cohen et al. (2011). The next chapter presents the data and the analysis thereof.

CHAPTER 5: DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

In the previous chapter, the researcher comprehensively explained the approach to research data collection and analysis used in this study. This chapter presents a comprehensive interpretation of the data based on the emergent themes and categories that were identified from interviews which were conducted with principals and teachers and through observations of meetings held at schools. The chapter also presents the findings of the study on the experience and perceptions of teachers and principals on the management strategies employed by principals in managing unionised and non-unionised teachers at Gauteng secondary schools in South Africa. The findings of the study are presented in terms of the research questions and the objectives that guided the study, and with reference to literature findings, particularly the theory of EI that is selected as the theoretical framework for the study.

5.2 DESCRIPTION OF THE PARTICIPANTS IN THE STUDY

Nieuwenhuis (2007) stressed the importance of detailing the description of the participants because knowing their background allows readers to ascertain whether the characteristic and ideologies of participants are representative of the target population. He further indicated that describing the participants of the study before findings are presented will assist other researchers who may have the interest to conduct the research of the same kind in order to establish trustworthiness of the study or understand the external validity of the findings. The process of selection of the actual participants for this study was described in detail in Chapter 4.

This study sought to understand the management strategies of principals in managing unionised and non-unionised teacher. Data was collected from teachers and principals of the secondary school. Teachers were sampled based on the fact that they were affiliated to a union and had been members for at least one year. Data was also collected from teachers who were not members of a union. In addition, principals were also sampled as participants with five years of experience as principals of secondary schools. In total, the researcher collected data from 28 participants, of which four were principals, 12 were teachers affiliated to unions and the other 12 teachers were not affiliated to any teacher unions. The details of

these participants are described below in a table format and according to their portfolios as participants.

In order to contextualise the interviews that were conducted with the various categories of participants, the researcher has provided a brief overview of the participants in Table 5.1 below. The background of participants has already been described in the previous chapter. The researcher used pseudonyms instead of real names to protect participants' privacy.

Table 5.1: Profiles of principals

Code	Participant's position	Age	Gender	Years of experience as principals	Educational context	Affiliation to union
P1	Principal	48	Male	10 years	Public school, Quintile 2	Yes
P2	Principal	55	Male	18 years	Public school, Quintile 3	Yes
P3	Principal	46	Male	7 years	Public school, Quintile 2	Yes
P4	Principal	52	Male	16 years	Public school, Quintile 2	Yes

All principals indicated in the principal's profile above served in management and leadership positions at the schools at the time that the research was conducted, and no one was in acting capacity. All four principals were serving at public schools where the context of each varied according to the Quintile of the school. All South African public schools are categorised in to five groups called quintiles, largely for the purpose of allocation of financial resources to the school and to determine if the school can charge fees or not; but it also determines the number of learners at school which in turn determines the number of staff members of the school, hence the management of teachers or staff comes to into play (RSA, 1996b). Learners at schools that are categorised as Quintile 1 to Quintile 3 do not pay school fees, but they receive the same financial allocation from government per learner (DoE, 1998).

All principals who were interviewed were men; this was not because the study required male principal participants only, but it was because there were no female principals who agreed to take part in the study. The average age of the participants was 52 years, with the youngest being 46 years of age and the oldest being 55 years of age.

The most experienced principal had 18 years' experience. Individual interviews were conducted with principals at their respective schools because the schools were not situated

in close geographic proximity to one another. The researcher was able to conduct four individual interviews with principals successfully.

Table 5.2: Profiles of unionised teachers

Codes	Position at school	Age	Gender	Type of union affiliation	Years as a union member	Years of experience as a teacher
FG1U1	U. T	28	Male	SADTU	5	5
FG1U2	U. T	27	Male	NAPTOSA	3	3
FG1U3	U. T	37	Female	SADTU	6	8
FG1U4	U. T	38	Female	NAPTOSA	5	7
FG1U5	U. T	40	Female	SADTU	7	9
FG1U6	U. T	33	Male	SADTU	3	3
FG1U7	U. T	30	Female	SADTU	4	5
FG1U8	U. T	32	Male	NAPTOSA	3	4
FG1U9	U. T	38	Female	SADTU	6	7
FG1U10	U. T	45	Male	SADTU	5	6
FG1U11	U. T	48	Female	NAPTOSA	9	10
FG1U12	U. T	42	Male	SADTU	6	8

Table 5.3: Profiles of non-unionised teachers (NUT)

Code	Position at school	Age	Gender	Years of experience as a teacher
FGNU1	NUT	30	Male	5
FGNU2	NUT	27	Female	3
FGNU3	NUT	32	Male	7
FGNU4	NUT	33	Female	8
FGNU5	NUT	28	Male	4
FGNU6	NUT	29	Female	3
FGNU7	NUT	28	Male	3
FGNU8	NUT	30	Female	5
FGNU9	NUT	30	Male	4
FGNU10	NUT	29	Female	4

Code	Position at school	Age	Gender	Years of experience as a teacher
FGNU11	NUT	33	Male	7
FGNU12	NUT	38	Female	8

In addition to the individual group interviews which were conducted with principals, the researcher conducted four focus-group interviews which were held with both unionised and non-unionised teachers. These interviews were held at four different schools which were not situated in close geographic proximity to one another. Only one focus-group interview was conducted in each school with three unionised teachers and three non-unionised teachers. For this study, unionised teachers were affiliated to only two teachers' unions, namely, NAPTOSA and SADTU. From the twelve teachers that were affiliated to unions, eight of them were affiliated to SADTU and four teachers were from NAPTOSA. Unlike the individual interviews where there were only male principals, the focus-group interviews had a combination of both male and female teachers. Tables 5.2 and 5.3 above present the profiles of teachers who participated in the focus-group interviews.

Both unionised and non-unionised teachers in this study came from the same schools as the principal participants, where the schools were classified as Quintile 2 and 3. It was previously believed that within the South African education context, the well-resourced Quintile 4 and 5 schools are generally bigger in terms of learner numbers and are usually located in better socio-economic urban areas and that teacher ratio in Quintile 4 and 5 schools is more reasonable because those schools are able to employ additional teachers from the funds collected from parents (Lumby, 2015). There is evidence that the DBE has nowadays changed the focus to schools under Quintile 3, by resourcing and turning them into what is termed MST (Maths, Sciences and Technology) schools and also IT (Information and Technology) schools in order to improve the standards of such schools (Pienaar & McKay, 2014). Teacher participants in this study were as qualified and experienced as other teachers in other quintiles; however, what differentiated them was their affiliation or non-affiliation to different teacher unions.

5.3 PRESENTATION AND ANALYSIS OF DATA

This study was guided by a primary research question and four sub-questions. The primary research question was:

“What are the principals’ management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province?”

The following sections present the data under each sub-question, as gathered using individual and focus-group interviews with principals, unionised teachers, and non-unionised teachers. In addition, the study also presents data that was gathered through observations of the staff meetings, briefing meetings and the SMT meetings.

Previously in Chapter 1, the researcher indicated the main research question and the four sub-questions but they are repeated here for clarity.

The first sub-question: “What are the strategies of principals in managing unionised and non-unionised teachers at school?”

The second sub-question: “What are the experiences and perceptions of teachers regarding the management strategies of principals on unionised and non-unionised teachers?”

The third sub-question: “what are challenges associated with management of unionised and non-unionised teachers at secondary schools.”

The fourth sub-question: “How can the management roles of principals be understood using their social-psychological context defined by the theory of EI?”

The researcher has presented the findings of this study looking into the objectives and sub-questions presented in relation to the theory of EI. The major components of EI are the emotions perception which involves identification of emotions by way of comprehending verbal communication as well as non-verbal communication. Observation as one of the data collection tools addresses this component. The second component highlights the ability to comprehend emotions that define interpersonal and intrapersonal interconnections between attributes of emotions as well as identifying causes of emotions, while the third part is concerned with the ability to control personal emotions and those of others to achieve desired goals. These components are in line with this study which sought to understand the management strategies that principals employ to manage teachers, and these have much to do with managing people’s emotions and the emotions of self. Within these elements, the findings are discussed under themes that emerged from the data analysis. The objectives are:

- To establish the understanding of management strategies of principals in managing unionised and non-unionised teachers at school.
- To examine how the principals and teachers view management strategies of principals in managing unionised and non-unionised teachers in secondary schools in Gauteng Province.
- To assess the current challenges associated with management strategies of unionised and non-unionised teachers at secondary schools.
- To establish the perceptions of principals regarding the effectiveness of the theory of EI as a tool for solving the challenges associated with the management of unionised and non-unionised using their social-psychological context.

5.4 PRESENTATION AND DATA ANALYSIS: INDIVIDUAL INTERVIEWS

The study presented and analysed data gathered through interviews first followed by data gathered through observations. Data was collected through individual and focus-group interviews. The study was carried out in four secondary schools in Gauteng Province which comprise of unionised and non-unionised teachers.

The researcher provided them with an interview consent form. A list of eight questions in an interview guide formed the outline of the interviews. The interview guide was sent to the interview participants ahead of time in order for them to familiarise themselves with the content and types of questions that would be asked. The interview participants were not held strictly to the interview questions and were encouraged to describe the issues and impacts that they felt were important to the research. All interviews were recorded and later transcribed for further analysis. Sufficient data was collected using the four separate individual interviews with principals, and four focus group interviews of six members and a comprehensive observation of the meetings. The use of three different methods of collecting data from twenty-eight participants which were purposively sampled assisted the researcher to collect quality and quantity of information. The researcher believes it is safe to say a reasonable and interesting sample of data was collected upon which an analysis could be performed. The principal participants in this study are referred to as P1 to P4; schools are referred to as S1 to S4; teachers are referred to as UN1 or NUN1 and so on. This was done to keep the identity of the participants or schools private and confidential.

The data analysis collected from four principals resulted in five major themes to be considered in understanding the management strategies of principals in managing unionised and non-unionised teachers. These themes are listed below and a detailed description of each of the major themes emerging from the analysis as well as evidence in the form of transcribed quotes are also indicated.

- Principals' management strategies
- External forces
- Management philosophy
- The data-driven decision-making as a clear thought-out strategy
- The principals' personal and professional development

5.4.1 Theme 1: Principals' Management Strategies

The data collected during the individual interviews with the four principal participants was based on the four research sub-questions guided by the questions on the interview schedules. In order to understand the management strategies of principals and to describe their experiences and perceptions under the above-mentioned theme, the researcher presents the findings as a way of answering sub-question number 1: "What are the strategies of principals in managing unionised and non-unionised teachers at school?". Question 4 of the interview schedule addressed this research question. By implication, the analysis that follows is also presented in terms of the criteria exposed and embedded in the theoretical study of this research.

Management strategies are needed to identify potential interaction and interrelationships at school and to work on establishing relationships which will be to the school's benefit. There is a complex web of relationships between managers and teachers and between teachers who are unionised and teachers who are not unionised that needs to be managed by managers, particularly principals within the school. This statement is supported by Masenya (2013) (Chapter 2). It is very clear that one of the core roles of principals as managers is to ensure that there is the establishment of good working relationships among the staff.

The discussion on this theme is further divided into two sub-themes. Participants frequently commented on the strategies of principals pointing to the differences between management styles and management strategies to show their understanding of the concepts; therefore,

the definition of the concept 'management strategies' emerged as a sub-theme. Participants also described their perceptions and experiences of their own management strategies in managing teachers that are unionised and non-unionised.

According to participants, many management styles have been suggested to principals to implement as a way of managing teachers. Here we consider how principals demonstrated the ability to employ different kinds of strategies in managing teachers and if they were able to differentiate between management strategies and management styles by giving their own definition of the concept 'management strategies'.

5.4.1.1 Sub-theme 1: Principals' understanding of the concept "management strategies"

The simplest and best-known definition given by many management researchers on management strategies is associated with the following activities: planning, controlling, coordinating, organising and controlling (Bush, 2007; Hoadley, Christie & Ward, 2009; Mestry, 2017; Tsvara, 2013). This emphasises that management strategies are a series of techniques for controlling and directing an organisation to achieve a set of predetermine goals these strategies exist in organisation because organisations can only achieve top performance if they have a clear strategy in place that can be anchored throughout the organisation. Furthermore, management strategies are used to achieve organisational goals where human beings as resources are used in addition to other physical resources. Bush et al. (2010) stated that management strategies require two important elements namely decision-making and human action.

All participants' explanation of the management strategies generally revolved around the formulation and implementation of the major goals of the school, which includes upholding the vision and mission of the school, and the initiative taken by principals and the management team on behalf of the staff. P1 had the following to say on his understanding of management strategies:

Management strategies involves around the point that managers are given the upper hand to come up with the series of techniques for controlling and managing schools and directing teachers to achieve a set of predetermined goal.

He added:

Managing the school is one of the daunting roles particularly when there is an interference from the external forces such as teacher unions and School Governing Bodies.

While P1 focused on the definition of management strategies by touching on words such as decision-making and human resource management, P2 indicated his understanding by pointing out that styles and strategies sound the same and the function of both is almost the same.

Management styles come with its own set of skills that principals may want to adopt. I have learned to understand that management strategies and management styles might mean the same thing, but the difference could be on what drives your personality as a principal and what drives your staff. That is how I understand the term style or strategies of a manager. If it is a goal the staff and their principal want to achieve then the principal will have to device a means or come up with a strategy that he will use in order to boost the staff to achieve the goal.

P3 echoed the same statement by stating the following in his explanation of the concept of management strategies: *I believe that the management strategies may somehow refer to management style although the terms may be slightly different. But one thing is common, and that is whether being it strategy or style, it does though involve promoting teachers' empowerment because it gets the staff to be actively involved in the direction of the school' vision and mission as whole. It also involves the system of control and manage on the site of the principals or the SMT where their intellectual skills and abilities abdicates individual responsibility for the direction of the school. But the styles that were used by principals before has been limiting to us.*

P4 had the following view about management strategies:

Anything that the principal or manager does or consciously chooses not to do, to achieve the school's goal is a strategy. Such as the management strategies that principals will have to device in order to manage the influence of unions in the operation of the school. Principals are well equipped and capable of using the proper management strategies in order to manage teachers being it unionised or non-

unionised. The problem with this whole management thing is that school principals are in most of the times left to play a more proactive role in setting direction for teachers and also assist teachers who are not unionised to acquire skills needed to discharge their duties as teachers without fear of intimidations from the unionised teachers.

From the transcribed evidence of one of the principals, one thing became clear: that principals were somehow not comfortable in their posts. Question 6 from the interview schedule asked the principals to state whether they had encountered challenges in managing two sets of teachers at school. Although the principal participants were asked at a later stage to give their perceptions of the challenges of the principals in managing unionised and non-unionised teachers, the information indicated in the above extract prompted the researcher to further probe with the aim of getting more from these participants.

It is, however, important to indicate that while all principal participants were able to give a fair explanation of their understanding around the concept “management strategies”, out of the four principals, two were slightly confused by the term strategy because often in their explanation of the term, they referred to management styles and management strategies as one and the same term.

P2 said that:

Management style has somehow been limiting to principals because the ones suggested before were not able to assist principals in managing the school. These styles focused on equipping principals to manage the finances of the school, to provide pastoral care and to be role model to learners but it does not equip them thoroughly as human resource managers and curriculum managers.

5.4.1.2 Sub-theme 2: Description of the participants preferred management strategies and the application in teacher management

Participants described the strategies they employed in managing the teachers. The question was not limited to the participants’ individual experience but also to their observation of other principals’ ways of managing teachers before they had assumed the position of principals.

P1 mentioned this in response to the strategies he applied at school to manage teachers:

When I resumed my position as a principal seven years ago, I concentrated on using what most people will call a democratic style of managing the school. I have often heard most of the teachers, particularly when we were at the union mass meeting, then before I became a principal, saying that there has to be democracy at school. Then I told myself that for me to work well with teachers and teacher unions, I must practice what is called democracy rule. I have basically been a union member for more than a decade now, therefore I had some understanding of what it means to be a comrade then, and I have always known that one day I will become a principal because of my accolades and I have worked very hard to qualify to become a principal.

He added:

But that idea of being a democratic principal has way changed over the years, and I have sorted out to use my own strategy, of managing teachers, particularly unionised and non-unionised teachers. This was brought about my experience as a principal which was not a wonderful one. So, the strategy I chose to apply, although not been very effective especially when we have school meetings but has helped me to stabilise things and ease the pressure at school is what I personally termed “the instrumental strategy”.

P1 asserted that it was appropriate for him to develop his own strategies of managing teachers as the previously suggested management style, which he had tried to implement in his school, did not yield good results. The views expressed by P1 about his strategy are paraphrased below.

The participant explained that his strategy took into account the broader range of teachers as instruments and resources to use in order to attain the desired goal, other than viewing the available technology resources such as computers, laptops and textbooks as artefacts to use only in order to manage schools or teachers. Because managing teachers means managing some of the resources at school in addition to finance, infrastructure etc., the term resource management correlated very well with the instrumental strategy. Teachers often experienced difficulties in maintaining a good relationship with managers of the school, especially unionised teachers. P1 indicated that his focus was on satisfying teachers' needs regardless of whether they were affiliated or not affiliated to a union. He added that he had been very

careful not to do the work of the unions because majority of them were primarily about protection of teachers and developing personal rights. He said:

My strategy is different from what unions does in a sense that teachers are considered important and their wellbeing matters to the management of the school. And the management team and I do this by allowing teachers to recognise potential for teaching and learning and not acknowledging their role as teachers as being a critical and problematic factor at school. Again, this strategy does not view teacher unions as problematic until they become problematic, it actually accommodated all teachers, I want to also add explicitly that my strategy has been about allowing all teachers at school to see themselves as the valuable instrument for the school's educational goal. That has allowed me to be emotionally intelligent by caring for them and sympathising with them if such need arises. Well, I cannot say that I manage to achieve what the school wanted to achieve but I must confidently say that it has given me some relief in dealing with external forces that have been detrimental to the school's progress.

The quotation indicates once again that P1 has been having a hard time at school about managing teachers at large. The views he expressed about the role of teacher unions at school is backed by Giddens (2009). The role of teacher unions was initially aimed at correcting the imbalances in power between employees and employers but nowadays, unions give prominence to defending their members' rights and offer tools to minimise the overwhelming effects of employers on the life of employees. Again, what the researcher gathered about P1's response was that the participant recognised that principals are expected to be emotionally intelligent, a characteristic that may help them win the cooperation of teachers at school and use them to achieve the school's goals. P3 indicated that:

There have been so many complexities in how principals manage schools these days and as a result, this has challenged the stability at school and the stability of teaching practices.

I must agree though that the techniques and styles employed by principals then, in managing schools in general can no longer be applied by the upcoming principals like it was by the former principals.

Nowadays, the Department of Education give focus on employing principals that are young and vibrant, but the disadvantage with such an employment is that the young principals cannot be able to withstand the pressures that are at school.

Moreover, replacing lower quality principals with better ones, as the DoE views it, may cause a decline in in school performance.

What the researcher gathered from the interview with the two participants was that they both were very eager to voice their dissatisfaction regarding the management of unionised teachers rather than non-unionised teachers. *I personally have experienced a lot of challenges at school. Look, I am still new in the education fraternity, I mean, as a manager of the school and yes, I have been a deputy principal for some years. I have admired and adopted ways in which my former principal tried to manage us, as different teachers. I worked very closely with my principal, one strong man in character and in personality. I must say, I was even convinced that principalship or leadership is something one is born into. I have been managing the school or teachers in the past five years and I must say it has been one roller coaster experience. (P1)*

P1 then had the following to say:

The department of education is fully cognisant of the gravity, sensitivity as well as the serious complexity regarding managing schools. Teacher unions have not made it easy for principals to manage schools. Principals are not often directly engaged with classroom instructions, but they are fully involved in the management of teachers. Over and above that, every strategy that principals may come up with and even employ may be inadequate in dealing with the pressure employed by unions, and this makes it difficult for the staff and the managers to establish the purpose and goal of the school.

My former principal tried to use the political strategy where comrades are dictating that principals are unionists first before they are managers. They called the shots, and the principal had less work to do. The teachers who did not belong to a union were compromised and the principal could not do anything about it.

In responding to his application of the management strategies, P3 had this to say: *I have chosen to term my strategy a firefighter strategy, and I am sure, Ma'am, you*

have not heard of this name. Oh well, I followed educational policies to manage teachers: that's what I call firefighting. The Department of Education has given so many policies and circulars to use in defence of the pressure we are experiencing at school. Teacher unions really cannot step out of the educational policies that governs every teacher, now can they?

In general terms, P2 and P4 indicated that they had not been experiencing many challenges regarding managing teachers who were unionised and non-unionised. They stressed that they did strategic planning at the end of the year to set goals for the following year where managers formulated strategies to manage teachers and how those strategies were to be implemented the following year. What they had to do as principals was to draw up the strategies and eventually control those strategies to see if everyone was doing as they expected. Both these participants preferred to use the term interactive or participatory strategy. This was also evident during the meeting observations.

For a principal to successfully manage teachers who are both unionised and non-unionised, a good to start is to first do an analysis checking at how many teachers are unionised and non-unionised, then check if the school has sufficient human resources, after all you need teachers or a full staff for your goal to be attained. Teaching and learning cannot happen when teachers are not at school. (P2)

P4 spoke specifically about the importance of work division amongst managers which supports the interactive and participative strategy they both mentioned.

The best way to manage teachers in their kinds is to formulate a strategy that will work for the whole staff than to cover a certain part of the staff while others remain disadvantaged. Most of our managers and teachers are affiliated to a union but they also remember that they were teachers first before they can be union members. It's simple, if you are unemployed, you do not have a union, so it's work first then unions later. The managers and I are always setting up hard endpoints to get everyone working. They understand what they must do to achieve good results, while emphasising on teamwork and togetherness. Teachers are constantly busy when they are at school than been left free to plan bad things.

Managing teachers is one of the core responsibilities of the principals because they are the key delivery agents in the education systems. P2 and 4 also indicated the importance of

support and being sympathetic and understanding to teachers. They indicated that these were the best strategies.

Having a supporting principal can make all the difference for a teacher. I know this because that is what I longed for in my previous school. teachers want to know that their principals have their best interest in mind. I must support an ongoing, collaborative teacher support, psychologist always emphasise that principals should be emotionally intelligent. Principals must slowly cultivate a relationship of trust with their teachers by taking time to know each teacher's strength and weaknesses before unions at school start convincing them that they care better than the principal. So, you have to close every gap that teacher union might use or open to cause division between you as the principal and your staff members. (P4).

P2 later had this to add:

One thing I have noticed about teacher unions is that they do not like change. It is a pity that new principals are forever falling prey to unions because such principals would like to introduce change immediately after resuming their position as principals. This is one of the things that unions will assuredly use to turn a group of teachers against the principal quickly. Well, I mentioned that my strategy was the interactive one. Yes, it is important to note that if any significant changes should be made at school it should be after all teachers, unionised or non-unionised have made their input. This is to earn teachers' trust and make them to be part of the decision-making. A smart principal does that and that was my strategy when I started to work as a principal, and I must say it has worked for me; not hundred percent but it has gone a long way.

5.4.2 Theme 2: External Forces

External forces can be broadly categorised as the social, cultural, technological, and political environments and while these external influences are often outside the control of a school, for example, they often require action from human resources such as teachers to address their effects on the school and its goals. This theme addresses the following sub-question: "what are challenges associated with management of unionised and non-unionised teachers?" This question is coupled with question number 6 and 7 from the interview schedule

which ask about the challenges that principals have encountered in managing two set of teachers and which can hamper teaching and learning.

5.4.2.1 Teacher unions

As an introduction to this sub-theme, the following general comments from the principal participants are apt:

I have been a principal for more than 5 years and I have to say that one of the biggest external forces working against the management of teachers are teacher' unions. The level of influence by teacher unions does not only affect the management of the school but it also makes performance of the school to be very low. (P1)

We all know that this has been an old-age problem, and nothing has changes until today. Principals are now left alone to fend for themselves against the pressure teacher unions are putting on principals and to find ways to manage teachers without any help from the department. (P1)

P3 reported that principalship is no longer a respected post because teachers can address you however, they wished. He added that the principals were not the only people been abused by teacher unions.

Teacher unions are still a problem at school, they are the ones that bring many challenges that principals are experiencing. I really feel helpless sometimes when a teacher who is not belonging to any union reports the unfair treatment by some teachers who are affiliated to unions. Most of the teachers I have at school who are not affiliated to any union are the teachers that are still on temporary base; some are the foreign national teachers because we have them in our schools teaching some of the scarce skills subjects like mathematics and sciences.

P4 indicated that schools were constantly under pressure to perform their best regardless of the conflict or the power struggles within the school.

Look, teacher unions are obviously causing havoc at school and because principals are no longer reporting these issues do not mean they are no longer happening. We are pressured left and right by these unions. We principals all must come up with

strategies of defeating these unions and go on with the business of the school. We are tired of being crying babies.

P2 said that teacher unions were revolutionising the way schools were supposed to operate.

What I can say is that the upcoming principals must just pay close attention to external influences like teacher unions because there is a good chance, they will affect principals' jobs and schools we work for. It is important for principals to be on top of the game and not allow the unions to mess up our schools.

5.4.2.2 The level of challenges and influence

Participants were prompted to explain thoroughly what they consider as challenges and influences by teacher unions.

The teacher unions' expectations from the principal is the one that is challenging. Yes, some principals', if not all of them, are affiliated to a union. You see the problem is that the union's mentality must somehow change and accept that principals' loyalty is with the department of education. Principals must be allowed to do what they have been employed to do at school, which is managing teachers and other resources. It is very difficult for unions site steward within the school to understand that a principal is the extended arm of the depart of education. Yes, I am affiliated to a union, but I must say that union members see me as their rivalry right now because I do not want to allow them to manage the school on my behalf.

So, I think the challenge is that principals are now struggling for power with teacher unions, an unnecessary struggle if you ask me. (P1)

In a different vein, P4 shifted the blame to teachers who were unionised and were also present at school rather than blaming the teacher unions themselves whom he strongly believed operate as an external influence.

He added that the external influences had no power when they did not have the cooperation of the staff inside the school. He firmly believed that if the staff were united; no division could be created regardless of whether one was a unionist or not. He had this to say:

Although we so much want to believe that teachers make the difference, indeed not all teachers have life changing effects on learners or schools. the challenge is that

yes; teacher unions are a problem, but teachers are more problematic especially the ones affiliated to unions.

Look, the main body of teacher unions operate from outside but the teachers that are inside the school are the ones who are supposed to take a stand, if at all they are to be regarded as the change-makers. I have learned to realise that most teachers that are unionised are actually less effective without a push from their mother body, and this makes it easier for principals to motivate unionised teachers to work on the same breath with the staff and managers in the school. The actions of teachers to start working against the school's objective and be at loggerheads with either the principal or fellow teachers who are not union members, is the one that determines the extent of influence wielded over academic performance and the peace at school. So, I say the actions of the teachers within the school is the most influential than the influence of the union mother body from outside the school.

P3 had the following to say regarding the influence that teacher unions have at schools.

I believe that the big teacher union (SADTU) is the key reason for the failure of South African public education. Look, we can hardly hold meetings at school with staff members unless unions approve of this. principals are told by union site steward or the committee as they call themselves, that meetings cannot overlap not even with five million unionised teachers. In my school, a union site steward told me that I have to make the agenda available to teachers two days before we have a meeting so they can scrutinise it and approve for a meeting to be held. I mean, this is very much impossible. Who is the principal of the school, them, or me? Unions get to set the limits of permissible items on agenda for discussion. Why?

He continued:

We normally discuss curriculum issues and challenges during school meetings. There is always an issue about malicious compliance which teachers, particularly union members and site steward do not just like it when we point out that teachers should stop doing malicious compliance. Teachers are expected to respond positively to due date and meet them. But you know, unions are just there to protect the status quo. Indeed, they are the pillars of a system that too often rewards mediocrity and

incompetence. Such a system can make the school not to succeed and can hamper the principals from managing teachers.

P2 mentioned this about the challenges he encountered with unions:

Apart from the old challenges that principals have been encountering regarding the teacher union's influence on promotion and appointment of teachers, I cannot tell you how many times schools and learners have been left alone because teachers had to go for mass meetings that was reported at the eleven hours. And for this conduct, we can surely blame the mother body of teacher unions, their head office because principals are told by site stewards that they get directives from their high office and all they have to do is to action it. I must compliment the site steward of my school for informing me and even placing a notification for a mass meeting on my table. The problem is the notification will indicate that teachers are to leave at a certain time but the next day we will have a couple of teachers not at school. If not so, union members will leave the school premises four hours before the initial time and without signing.

Very often this has happened, and I am told by the site steward that I am a comrade; I should understand that these things happen. Such a disrespectful conduct by union members and I must understand?

In addition to this, P2 said:

Principals are forbidden to request teachers to do some tasks which the unions believe are not part of their job description, such as escorting learners to the gate to ensure that all of them are safely out of the school premises. This is considered some of the duties of teachers, the same as the one they do in the morning, and break. In my school, SADTU committee within the schools that teachers are not supposed to attend more than one staff meeting per month, attending a lunchtime meeting or coming to school for a few days prior to the opening of the school term to do some planning. It is only managers who does so, and we have agreed upon such. That is a challenge really, so who calls the shots?

Our schools get visited by the officials from the department of education for two phases, the senior phase and FET phase. Union teachers do not want to see heads of department recording a negative evaluation in the teacher's personal file. According

to teacher unions, managers will always have a negative thing to say or write about teachers who are union members so that the officials can be convinced that union members do not work effectively and efficiently at school.

5.4.2.3 Coping mechanisms

After describing the kind of challenges and influences participants have experience with teacher unions or teachers who are unionised, they gave a comprehensive description of the application of their strategies as coping mechanism and had this to say:

I had to consider all teachers, unionised or non-unionised as an important instrument to drive the goal of the school to attainment. Unions are aware that I do not consider teacher unions to manage teachers, but heads of department do. I also do not compromise teaching and learning time and replace it with things of no importance. Teacher unions will prefer that the department should be seen as the enemy of the unions and expect principals to work against it but where I am concerned, I have made it clear that when they see me they see the department. Teachers are considered useful and I remain clued up with everything that happens at school, and this way, unions do not have a chance to connive and cause trouble. I use an interventionist approach, and this means that I get involved in discussions and meetings, for example, discussions about teaching methods and buffering teachers from conflicts with parents or one another etc. I am at school every day and on time as well and use myself as an instrument of change first before I request the same of others. P1

P3 had the following to say:

Well, I can say, the firefighting strategy has been useful so far but not completely. I still encounter problems of holding meetings without interruptions from union members. I have also given in to some of unions' request like holding a meeting once in a term, but I replaced it with holding briefing in the morning from Monday to Friday. Although briefing meetings turn to be disastrous at some point but that involves all teachers not abiding by the school rules.

I have teachers who are not unionised who are not big on socialising and networking but prefer to spend their work time on administrative task or teaching and engaging with learners. These kinds of teachers are easy to manage because they cooperate

well with managers. In my school, I managed to gain respect from teachers who were unionised but are proactive as well. I accommodated such teachers and having them on board has weakened the pressure that union members have exerted on me in the beginning of my journey as the principal. These union members, while they are still members, they are so passive politically but have high expectations for the school's performance. So, between non-unionised teachers and the passive union members, I have enough equipment to fight the fire brought by teacher unions in my school.

P4 made the connection between the strategy he applied which was the participatory strategy to teacher unions' attitude. He had this to say:

Look, management include using the available resources at school to accomplish a goal. So, because I consider teacher unions at school as the link that is used by unions out there to cause problems with the principal, I engaged them. I worked on avoiding conflicts with teachers but encouraged a good personal and professional relationship among teachers who are unionised and non-unionised. Since teacher were a problem, I worked on gaining their cooperation by willing to listen to everyone and recognising that everyone has ideas that should be considered in the school's decisions. This has encouraged cooperation among the teachers, so they are willing to work together. And mostly, they are better coordinated when it comes to their tasks. I started used participatory strategy with the managers first because this is a slow process then later, I introduced it to the teachers. Often, I would have crisis with teachers at school regarding doing tasks and responding to due date, but this strategy has lessened the burden and has made it impossible for teacher unions to bring trouble.

We often have meetings at school because decisions must be made on issues and again, often teachers are for the idea that managers bring to the table. That is how I manage these teachers.

Although P2 had similar experiences to P4, his strategy was an interactive one:

The heads of department are being considered as the engine of the school. When we say management includes planning, controlling.... And evaluating, we mean that such work must be performed by managers. I use the managers to set an example for teachers to follow. HODs are the ones given the opportunity to interact a lot with the principal and have the same breathing regarding decision-making. Unionised

managers are also cornered to follow suit and they have less injection of negative energy. During the interactive sessions, the HoDs motivates teachers by setting high standard of excellence. Managers are first given the opportunity and freedom to put their skills and competence to good use.

He continued:

We have meetings often and managers have now motivated their teachers to come a day before to finish any outstanding tasks and they do such with ease. Before, heads of department did not bother to write anything negative about members of the union instead they accept it as a fact of school life that every school has some incompetent teachers that must get paid for doing absolutely nothing. In contrary, managers are now equipped to assist teachers, particularly teacher unions, who do not possess the skills, competence and expertise required by the department of education officials to meet their expectations. This exercise has indeed lessened the burden on my site.

5.4.3 Theme 3: Management Philosophy

Management philosophy is a set of beliefs or rules used by managers to help them make decisions (Mulford, 2003). A good management philosophy gives direction and cohesion to the organisation. This theme addresses the sub-questions on the strategies that principals are using to manage teachers. Apart from the management strategies of principals and the external forces described in Theme 1 and Theme 2, the principal participants experienced and perceived the management philosophy as having had both the negative and positive influence on the way they managed unionised and non-unionised teachers. Five key points emerged from this theme: the power structure between management and teachers; division of labour for maximum efficiency; clear chain of responsibility; motivational philosophy; and crisis management. Participants excerpts have been summed up in each key point to support the analysis of data.

5.4.3.1 The power structure between management and teachers and Distributed leadership

Participants indicated that due to challenges at schools between teachers and managers, it seemed that the role of principals was changing, hence the need for a power structure. While they believed that the role of principals remained of crucial importance for continued improvement in education, they were also convinced that management of teachers and

improvement of education required the leadership capacity of the many rather than the few. P4 indicated the following:

It is not easy for principals to allow teachers to lead or manage themselves. I know, it really does not sound good coming from the principal but the point I am trying to make is that authority to lead or manage need not be located in the managers only or the principals only but can be dispersed within the school and among the staff.

Considering the nature of relationship that teacher unions has cause at school, it might not be so simple. The thing is, principals are expected to manage and lead teachers regardless of their affiliation to unions or not, after all there is no dustbin where these union members can be thrown in, so it is better to work with them. We manage them as if there are no divisions at school.

P2 reported that apart from SMT, the school has senior teachers and grade heads to help in the management of teachers. He reported the following:

Look, managing teachers is not a one-man show. The grade heads and senior teachers in our schools are directly connected with teachers as well. They can help teachers to drive loyal relationship with managers of the school. Senior teachers and grade heads can also be used as sources of power. Where there is a disagreement, it is likely to be resolved according to the relative resources of power which is them. Problems get to be solved before they can get to the higher office and this makes things better. The principal will have less hassle with teachers, and this is one of the things I see as the instigator of the problems arising between the teachers and principals.

P1 indicated that despite the fact that power at school is structured according to the executive of the school, which is the principal and the deputies down to the SMT, the restructuring of power may also yield positive results.

Power and authority are vested in principals at schools, and principals are entitled to make binding decisions. Principals have substantial authority and power by virtue of their position. But that does not necessarily mean that they will have the ability to influence teachers in a positive way all the time.

Influence represents an ability to affect outcomes and depends on personal characteristics and expertise.

He added that:

Principals may have a high degree of power and authority but the exercise of such power and authority may increasingly be modified as teacher source of influence and thus involve in bargaining behaviour. I feel, using other teachers such as grade heads might help principals to reduce conflict and clashed between teachers and managers. We need to take into consideration that these grade heads are not taking the position of the principals or managers but instead, they are working as back-managers; they still need to report to the managers and follow the right protocol.

P3 had this to say:

I believe that apart from principal working closely with the heads of department, the power structure can be extended to grade heads. The grade heads' work is to manage teachers and learners on their grades. Their function is not less than the heads of department's one. One thing that principals do not realise is that there is significant reservoir of power available to teachers, maybe to unionised teachers yes, but also to those who possess appropriate expertise such as senior teachers in our schools. Power can also be vested in someone because of their knowledge expertise and not necessarily principals. And I must be honest here and say that most of such teachers in my school are unionised teachers and that makes it difficult to give them such a position knowing their agenda very well.

5.4.3.2 A division of labour for maximum efficiency

Maximum efficiency refers to achieving maximum performance with minimum wasted effort or working in well organised and competence way (Walker, 2015). Participants stated that division of work help principals to stop thinking that teachers work for them but that all of them are employed by the department of education. The role of the principal is to facilitate the relationship between the teachers and managers. These participants agreed that they should do something in order to facilitate every teacher's individual success at school. They seemed to understand that they needed to assign work and that this was a thoughtful process that

balanced the school's goals with an individual's interest, skills and development needs. These is how participants echoed their views:

One of the things I do at school is to assign and divide duties to teachers, even if I have been previously warned by union site steward that teachers are not to be assigned duties that are meant to be done by managers. What I do is whenever significant assignment are made or arise, I assign them to teachers. I have observed that teachers who understand they have been asked to do something is far more likely to assume true ownership for the assignment. When teachers own assignment, the principal becomes more of a guide than a manager. This has helped me a lot to manage teachers. This process includes all teachers. (P2).

P4 stated this:

Assign duties to teachers including managers. That is where I start. I assign duties to managers before I can to teachers. At some point, I allow managers to assign duties to their teachers other than me doing it. It is actually quite easy, hey.

All managers, including myself, have to do is to ask the assigned teachers how we can support them and how would they like to report the progress of their assignment rather than telling them how these things are done. This shows that teachers acknowledge that their superiors or principals understand their strengths or value their input and encourage growth in their teachers. Division of labour helps principals to manage teachers well.

P3 remarked by saying:

Although division of labour is good and unite teachers and managers, but where unions are concerned, the principal will do well to be careful. This approach of assigning tasks requires more thought and preparation than simply dishing out tasks. It a good process because it means the principal is doing two things simultaneously. It means the principal is managing teachers by getting them to do their work and at the same time building and strengthening the principals' relationship with the teachers.

He added:

Why I mentioned union members and how they cannot be trusted is because I remember how often I had to show my dissatisfaction with their actions. I had to explain how they get in the way of what I am trying to accomplish for teachers and the school. It is the principals' responsibility and primary concern to make sure that the interest and the goal of the school is not allowed to suffer over time without intervention. So, you see, division of labour does not mean a break for the principal but it means managing.

P1 indicated that he had previously experienced a failure in the division of labour. He further emphasised that he had always believed that when things were done correctly was when he had done it himself. He honestly indicated that such behaviour has been changing, and added by saying:

It is important for teachers and other managers to understand what to expect from you as the principal and that goes with developing a reputation which takes time. But what could be more time-consuming is when the principals do things on their own. It is not easy to trust teachers, especially this kind of our schools where teachers affiliated to a union are in majority. Again, trust is another way of gaining influence on teachers. Look with the previously mentioned strategies that I used to manage teachers, I must say I messed up a bit but one can be able to get closer to teachers and even know what they think and act when you work closer to them and this can help to alleviate the pressure from the external forces.

5.4.3.3 Responsibility and motivational philosophy

Motivation and responsibility in this case is reported as a management strategy and focused on the methods of managers to inspire teachers to accept responsibility for their own work, to improve on their performance and to work towards the overall success of their school. Participants viewed doing common tasks as the staff as another way that would bring the staff together and increase the principal's level of management. However, they indicated that teachers were often pessimistic about doing tasks or even teaching because they saw such an activity as monotonous. Participants believed that at some point they could not ask teachers to do anything more than teaching because teacher unions pointed out that principals placed multiple demands on teachers. The excerpts below link to the above

statements that participants experienced. P1 indicated that teachers have a problem following the right chain of responsibility.

Because the school is having two types of teachers at school, the teachers who are unionised will first take information that is meant to be attended by the principal and give it to the union's site steward and before you know it, matters have already escalated to the higher authority outside the school system. Teachers find it hard to take responsibility for their own action. Often, unionised teachers have pointed out that I have not treated them in a positive manner. Much as I don't like to agree to what they are accusing me of, but it is fair to say that sometimes it is hard for principals to treat teachers as responsible adults and that has made teachers to be less productive in their work and in their relationship with principals.

P3 indicated that sometimes mature teachers such as the ones that are not unionised, needed additional responsibilities, a variety of tasks and the ability to participate in decision-making.

I have not had so many problems with the other set of teachers, non-unionised teachers. They are always ready to work and cooperate well with managers in our school. I always motivate them to take part in school decisions. I believe that when teachers have additional work to do than merely teaching, they always look forward to coming to work. This at least minimises teacher absenteeism and passiveness. I find it very easy to work and manage non-unionised teachers than unionised teachers.

The participant was prompted to explain further how managing one type of teachers has helped him in managing teachers in general. He had this to say:

The school is made from people who must work with each other, by creating positive relations between them and the whole school benefits. I attended a course called Advance Certificate in Education in Principalship and there I learned that school is a system with many different parts and like a system, its parts must work in harmony to make the system work. I do not think it is a choice of any principal to isolate themselves from union teachers, but often, unions are not willing to work with principals or managers.

Yes, we are prompted as principals not to see teachers as lazy and selfish and in need of constant supervision but that is exactly the point: teachers who are union members are lazy to take responsibility for their work. So, I see teachers who are not affiliated to unions as motivated individuals that can be trusted.

P4 acknowledged that the way in which principals viewed and communicated with teachers affected teachers' behaviour and in return made it difficult for principals to manage them. He believes that motivation to achieve excellence was maximised when the staff were treated with decency, trust, and respect.

It is very difficult, and I know that I have mentioned this before that where teacher unions are concerned, it is not easy to create an honest relationship. Principals are expected to motivate teachers to develop a passion for pursuing the school's mission and to advance in performance while building a good relationship with one another. You see why we always view principals' post as a daunting, everything falls on you as the manager of the school. I have tried my best to provide support to my staff by setting goals, benchmarks and encourage them through motivations during meetings. This action has encouraged them to take responsibility for the work they do. I can honestly say, I am left with few teachers who are still a problem, but majority of them are now demonstrating persistence, patience, and commitment in their work.

Apart from reporting that management of staff was an interactive process that was most effective when it was based on shared values and expectations, P2 indicated his strong belief in teachers that are not influenced by unions even if they are affiliated to unions.

He indicated that principals are expected to provide all teachers with an effective system of work and up-to-date information regarding their tasks and responsibility. He stressed the importance of motivating teachers by demonstrating a caring attitude towards them and being emotionally supportive to them.

It is important to foster a culture of taking responsibility for your own work to all teachers. This has nothing to do with whether the teachers are affiliated to unions or not. Motivation of staff relate so much to other values of the school such as the vision and mission of the school. motivation is another way of managing teachers. It is important for teachers to know why they work and their values in doing the work, and this is achieved by having principals acknowledging their effort and motivating them

to do more. Being there for teachers and sympathise with them in their tough times shows wisdom in management.

5.4.3.4 Crisis management

Every principal is expected to demonstrate their ability to manage crises at school. Crisis management was identified by participants as another way or a strategy of managing teachers. It is possible that if crises are not managed well at school, teachers may lose sight of the expected goals. Participants indicated that principals were expected by the department of education to manage teachers to the best of their capabilities. They were of the view that principals must first be provided with robust management training so they can tackle teacher management and manage crises in schools.

Each participant had their own views of managing crisis as a way of managing teachers. Four actions were indicated as follows: (a) continuous observation of teachers and providing feedback in their performance; (b) supporting teachers with lessons and planning and useful professional development; (c) creating a strong culture of learning among staff and learners; and (d) developing a strong team of managers to support and improve instruction and compliance.

P4 stressed the importance of having continuous observation of teachers and providing feedback in their performance. He sees management of teachers as centred around taking interest in what teachers are doing at school and having constant communication with them around their work. In the view of Valentine (1981), teacher management includes communication where there is an exchange of information, thoughts, and emotions to obtain mutual understanding, trust and good interpersonal relationship. P4 had this to say:

You know, principals have a direct and indirect influence on teachers' behaviour and performance. So, to be able to identify and manage crisis between teachers, principals must have an effective communication with their teachers. Many crises at school can be directly traced to the effectiveness of the communication between principals and teachers. All I am saying is that principals need to make a point that they follow up on what teachers are doing, we call it monitoring or observation so we can be able to give honest and constructive feedback. This convinces teachers that principals know what they are doing, and they will respect us this way.

He added:

I have experienced challenges of building understanding and rapport with staff previously until I decide to meet with them in their own workspace from time to time. Teachers are able to put their views when you meet them in their own works space. And I know the unionised teachers saw this as policing but sooner they understood the importance of it because they were able to put their views across more clearly in context and were able to tell me the reality of what was going on in their lives. I have done informal walks through classrooms and going to their departmental meetings within the school in an informal capacity. I was able to observe how teachers interact with their heads of department and how they voice out. In my opinion, I can regard this act as a management strategy, and it has worked.

P1 spoke about supporting teachers with lessons and planning and useful professional development.

In my few years as a principal, I have learned that effective teacher management includes principals being able to make sure that the notion of academic success for the school gets picked up by teachers in their lesson and planning. I have also learned that in my school, if you support teachers, there is really nothing they cannot do. Seek out the best preparation you can help teachers with for them to execute their work. It is believed that being a principal is a different use of skills and talents, so use what you are capable of to bring teachers closer to you. That is part of management, isn't it?

Strong teacher management generally is about positioning the school for the future and about supporting and empowering teachers, which will in return empower learners (Smith & Riley, 2012). Under the point of professional development, this participant stated the following:

The department of education failed most principals by not giving them sufficient training after they have resumed with their post as principals. Now, we need to make sure that we do not fail our teachers by not helping them to develop professionally. I don't know about others, but I know that principals are struggling to manage diverse teachers because even the teachers themselves are not equipped as to how to behave and work with other staff members and managers at school. We know that training of teachers is essential for the school success. It is advisable for principals to

take time to understand their teachers' individual developmental needs. This is the only way to ensure that teachers have skills and knowledge they need to perform well and meet their objectives and to be manageable. this will minimise crisis and make teachers to be manageable

P3 stated that creating a strong culture of learning among staff and learners can have a remarkable impact on the management of teachers and crisis at school. He raised the point that building the culture of learning encourages greater effort and collaboration on both teachers and principals and builds commitment and motivation on the side of the learners. He substantiated this by saying:

I have tried over the years to ensure that the school vision and mission is held in high esteem by the teachers and learners where the goals and objectives of the school are clearly visible and stipulated. I used grade heads to take turns in reading the school' goals and objectives at assembly every week and at staff meetings with teachers. This makes the entire school to feel a shared sense of purpose. Most of our learners are from a disadvantaged background but the goals and objectives always remind them of what they need to achieve. We know that unions will always make a loud noise to stand in opposition of what the school want to achieve; nevertheless, my managers and I always endeavour in making the loudest noise and push to move the school in a positive direction. It becomes impossible for few teachers to influence the whole school otherwise or cause crisis.

P2 believed that developing a strong team of managers to support and improve instruction and compliance was a long-term effort.

To get the job done, principals need to make good use of the resources at hand, which are teachers. In other words, they must be good managers. My job as a principal is to really find the expertise, the skills, and the abilities of the people that I work with. Managers that are effective in managing teachers often have distributed management approach. Once I spot such teacher or manager, I then work on my plan of functioning as a principal teacher focusing on instruction along with and by the side of the teachers.

When asked to respond on how management of teachers happened with other managers particularly on instruction and compliance which he regarded as important, he said:

Poor management of teachers is one critical element that makes most teachers to either leave school or stay at school but become difficult to manage. This is because everything the teacher does is framed by the way the principal operates. It is possible that one can be a unionised teacher or non-unionised and still be an effective teacher but if the school is poorly led and managed then already one can smell crisis. When working on compliance and taking instruction, I began by showing managers how things are done in practice. We go into teachers' classrooms and see what our teachers are doing among other things. I believe collaboration is where learning is always built on what teachers and managers are doing together.

5.4.4 Theme 4: The data-driven decision-making as a clear thought-out strategy

This theme responds to the third research sub-question: “what are the challenges associated with management of unionised and non-unionised teachers at secondary schools?” In their responses, participants touched on decision-making as a challenge in managing unionised and non-unionised teachers. Data analysed in this section indicated that some participants did not view decision-making as collegial, cooperative, and consultative. They did not view it as providing adequate opportunity for participation which would be more likely to lead to positive teacher perceptions about management as well as teacher performance, than when decision-making was more top-down or did not foster widespread teacher involvement.

Decision-making is a central responsibility of managers and leaders, great managers are great decision makers (Kepner & Tregoe, 1981). The most prominent finding from participants' experience and perceptions of their own management strategies was that they believed their decision-making had often been made based on ‘gut feeling’ and that was one of the reasons why things went wrong in their schools. Coupled with their statement above, participants mentioned that decision-making based on data would reduce ambiguity, uncertainty and conflict in tough decisions. Data-driven decision-making is the process of making decisions based on actual data rather than observation alone (Kepner & Tregoe, 1981).

Any decision made that has been well thought-out is viewed as a strategy that demonstrated skills and efficiency. It is built and designed with a high level of creativity and knowledge, with a sensible and emotionally stable mind (Lunenburg, 2010; Mager & Nowak, 2012). From the

data collected, participants often made comparison of two types of decision-making which they termed 'traditional and data decision-making'.

In the following excerpts participants described how applying decision-making skills assisted and influenced how they managed both unionised and non-unionised teachers.

Much as I believe that decision-making should be a shared task and I know I have mentioned how collaboration with teachers will assist us as principals, but when coming to decision-making, principals must concentrate on their abilities first. One should be able to ask himself if he is capable of making a constructive decision that will take the school forward or not. You see, most principals, even the ones with many years of experience are still relying on the old style or the traditional style of decision-making. (P2)

The participant was asked to explain what the traditional style of making decisions entailed and if he had encountered challenges with it. He said the following:

I don't know about other principals but I have previously relied on information coming from disparate sources and in my case, it was the SMT that I relied on for information but I soon realised that their reports and views led to multiple versions of the truth. I have learned not to leave the issue of decision-making to managers or any other person at school. I may invite opinions on a matter but not to take such views as decisions because I have seen such causing crisis in my school.

I was accused of favouritism because perhaps in teachers' view, I listened or preferred the opinion of one manager better than the other managers.

P4 believes that good decision-making relies on using experience and best judgement combined with a solid fact from data about the alternative or risks.

It is crucial for principals to know what is going on at school or with teachers in the classroom or even when they are not so engaged. That is what we call teacher management. While we understand that policing teachers is the job of the SMT, principals can also manage teachers using data as compared to previously. Teachers find it very difficult to argue with the facts than just hearsay. Previously, the SMT were expected to report during meetings how they managed and there was no written proof of what was reported. And this often makes it difficult for principals to make correct

decisions which will be either supporting the teacher or even charging the teacher. That is what cause problems between teachers and principals. Information coming from a source but reported either untruthfully or with some exaggerations.

He further mentioned his application of the data-driven decision-making, and said the following:

Things are now changing with times. These days, the SMT is compelled to give data about the challenges they encounter when managing teachers and allow the principal to manage the situation. One thing is clear, and I have seen this happening many times in my school, the union members will forever oppose you if you speak without proof of what you are saying. Fortunately, the Department of Education has designed a good tool to use for reporting on how teachers are being managed. Teachers and the SMT have received laptops from the DoE where data can be stored regarding how teachers are managed.

Teachers are more manageable when they know that the information you have about them is true and you have proof. Then the decision taken after the available information will help principals to make a good decision for the teacher and the school as well.

P3 believed that not considering teachers' EI when making any decision at school had been a problem for him.

Look, the final decision at school is always the responsibility of the principal but asking for input which a wise principal should always do, will not do any harm. I have noticed that some teachers at school have been emotionally indoctrinated to believe that the principal is your worst enemy at school. I am saying this because no matter how hard I have tried to bring some union members closer; they just keep on pushing me back and oppose every decision I take at school. I consider them to be emotionally unstable in the sense that they still rely on information from their steward that is full of personal gain or vendetta. It is true that a good decision is not achieved in a vacuum, and principals must be prepared to engage others in the process, so they have a greater support of the decision they make but it is just not easy.

P1 indicated that principals may not know everything and further stated that decision-making should be made based on thorough information. He believed principals were finding it hard to manage teachers because, in most cases, they acted upon what they did not know but took a decision anyway. He saw feelings and experiences playing a crucial role in decision-making which would help principals to manage teachers.

I feel we need to have the relevant experience to make decisions. This is how I make decisions about situations in my school, I review the submitted data from the SMT every week so I can better arm myself. This helps me to know what is going on in my school and have the confidence to make the best decisions. Principals must recognise when they lack knowledge of something in a certain area and gather the information required, and that is what I endeavour to do all the time. I have never taken a decision without having the knowledge or information that will lead to me taking a decision. And I am talking about the information I gather myself.

On the part of feelings or emotions, P1 indicated the following:

I have seen that teachers like it when you lose your cool as a principal so they can use that against you next time. Wise people usually say that decisions taken when a person is emotionally disturbed have never been good. What I am saying is that principals must always get their emotions or feelings in check to avoid making mistakes when making decision concerning teachers. I believe when we manage teachers, we manage their emotions as well, so the decision-making skills of a principal should be the ones that are able to calm intense emotional reactions of teachers and of self.

5.4.5 Theme 5: The Principals' Personal and Professional Development

As part of the experience and perception of their management strategies, participants perceive their personal and professional development as having played a significant role in the way they manage teachers that are unionised and non-unionised. This theme talks to the fourth research sub-question "How can the management roles of principals be understood using their social-psychological context defined by the theory of EI?" Participants indicated the need for principals to learn the skills of being emotionally intelligent. In addition, they viewed the most difficult part of management of teachers as arising from the fact that principals did not sufficiently understand their personal and professional influence on

teachers' behaviour. They agreed that principals needed development in their cognitive aspects such as problem-solving and largely with their intrapersonal and interpersonal relationships. In support of Goleman (1995) and Payne's (1985) theory of EI, two participants viewed the intellectual stability of principals as emanating from their behavioural, emotional and communication skills. Three key points emerged from the interview data: the principals' personal development, the principals' professional development and developing principals' EI based on their behavioural, emotional and communication skills.

5.4.5.1 The principals' personal development

Personal development mostly refers to the skills you need to carry out one's role and for life in general. It is also about improving your talents and potential both in and out of the workplace (Bourne, 2011). According to Bourne (2011), a person can develop the necessary skills if they have an understanding of what needs to be achieved and how to achieve it, that is, to establish the skills they need to succeed in their role. Principals may need influencing skills to manage teachers and inspire them. In addition, principals may need to have excellent delegation skills. When they are able to identify these needs, then they are able to work towards a personal development plan. While it is true that developing innate talents and practiced abilities increases people's capabilities to produce more and effectively guide others, it is the EI that allows them to be truly effective (Goleman, 1995).

Goleman further stated that people who make personal development a priority, value EI and are well versed in emotional literacy both at work and at home. From the interview data, it was clear that participants believed that the principal's personal development or development of self-knowledge could contribute positively to teacher management and consequently contribute to the success of the school in performance and in cooperation. They had the following to say:

In my view, nowadays, the effectiveness of principals has become one of the most crucial conditions for the school success. The management of teachers particularly unionised teachers is very challenging, it demands new thoughts and ideas on how to manage and communicate with teachers. The external and internal forces influence principals to search for new strategies that will help keep the loyalty and cooperation from teachers and to help in school stability. I feel the development of principals' personal skills is important. (P4)

I think the principals will need to develop themselves personally before they can be developed professionally. A personal development may not be a one size fit all, it must be about the individual weaknesses, strength and interests. This may include having a growth plan to check if there is a development or growth in you as the person and as a principal. I personally know where I want to grow. I believe that the competencies and the behaviour of the people you manage as a principal, gives you a clear picture about what is important to develop in you which will be associated with the vision of the school. (P3)

Previously we were informed that anyone who wants to be a manager or leader in the future must take an ACE course (Advance Certificate in Education in Principalship). This was where individuals were taught of the styles of managing human resources at school amongst other modules. I have personally attended the course and I have applied all we have been taught while studying. I can honestly say that the implementation of the styles of managing teachers has not been effective.

What is important is that principals must be trained to regularly explore how and why they need to develop. They need to be taught how they can become a better version of themselves towards personal development. (P1)

I see personal development as the process by which a pattern of behaviour, attributes and attitudes are developed in an individual. Principals are different, I think soliciting ideas for personal development can help us to understand how we can manage teachers. I do that by asking teachers about their goals and needs and that way I am able to work towards developing myself based on their goals and needs because I am expected to manage whatever behaviour or a step a teacher will take in attaining their goals and needs. (P2)

5.4.5.2 The principals' professional development

Professional development involves developing yourself in your role to entirely understanding the job you do and how one can improve (Mestry, 2017). It involves enhancing the necessary skills to carry out your role as effectively as possible and something that will continue throughout your working life. Broadly speaking, it may include formal types of vocational education or training that leads to a career related qualification. It also includes informal

training and development programmes which may be delivered on the job to develop and enhance skills (Mestry, 2017).

Professional development is not merely about increasing skills sets or refining specialisations. The most effective, inspiring, and celebrated professionals are managers who continue to make their personal development a primary goal and see it as essential to their professional excellence. These professionals know that being willing to grow and explore outside their comfort zones in many areas of their lives, enhances their ability to innovate, increases their overall potency within their chosen field, and enriches their living (Steyn, 2009).

On the issue of professional development, participants identified training in management and leadership, time management, conflict management, and communication skills as important to fulfilling their roles especially that of managing teachers. They reported that principals who had participated in the professional development programmes organised by DBE updated and extended their knowledge on how to manage teachers. These participants reported the following:

You know, because management has to do with influencing the effort of others for the achievement of the school's goal, the main core of the principal's work will be about influencing teachers and providing direction to them and thus achieving better success at school. Part of our roles require empowering and supporting teachers to develop and grow into leaders and managers, and I believe we can only do that when we have been equipped ourselves through training and programmes, to align the objectives and goals of each teachers, whether unionised or not.

Unfortunately, we are already in this position so perhaps DoE can try to come up with something that will help the upcoming principals because things are getting tougher at school. (P2)

P1 indicated the initial difficulty and his experience in terms of conflict management as his downfall. He stated that it was not easy to serve as a role model for teachers where you were admired, respected, and trusted because teachers wanted principals to favour them when conflict arises.

It is sometimes very difficult for me to emphasises collective sense of mission during conflict at school. Teachers will not even allow a principal to be consistent in how they

manage conflict at school. It is impossible for me to excise a high standard of ethical and moral conduct when you are always accused of favouritism and not listening to logic. I personally feel that as part of the professional development, I will require support with conflict management at school. These are some of the challenges principals are experiencing at school but are maybe afraid to mention them because they do not want to be regarded as weak. (P3)

The management role of the principal can also be understood through their ability to communicate with the staff. I personally require professional development on communication skills. I think the principal will need to be emotionally intelligent to present key school issues with integrity and authenticity. While I understand that principals should have the ability to listen well, to motivate and inspire teachers, to control reactions and to build strong relationships, developing my communication skill is essential and I need help in that regard. Professional development is needed for principals but not only them. I embrace the inclusion of heads of department in the programmes organised by the DoE because they are also involved in the management of teachers. (P4)

I consider time management to be an essential trait of any manager including the principal. You see, if managers cannot manage their time, they certainly cannot lead people. This is the area that I personally need to practise and improve. I have learned that I need to say 'no' to some things that are not worth for discussion to save time. And I have also realised that time wasting is one other area that teacher unions like, so they will get you into a discussion that is not worthy of your time just for the sake of time wasting. I need to managed time effectively and teach heads of departments in my school to manage it, this is about doing things right. (P1)

5.4.5.3 Developing the principals' EI (emotional, communication and behaviour)

In this sub-theme, participants had the opportunity to share their own experience and perceptions regarding how not being emotionally intelligent as a principal affected the way they managed their teacher behaviour, navigated social complexities and managed personal decisions to achieve positive results. Because EI is the ability to recognise and understand emotions in yourself and others, participants not only shared their own experiences, but the behaviour observed in other principals as they had once been managed by them. Participants

believed that the awareness and understanding of emotions for themselves and others made managing their behaviour and relationships within the school easier. The social-psychological context of a person plays a part in EI and the researcher investigated some of these terms as indicated in the fourth research sub-question. The social-psychological context refers to a certain type of communication, behaviour and emotion that is formed through status relationship and roles that people play within a society, community, or institutions (Stern, Dietz & Guagnano, 1995).

The context of every principal's relationship with the teacher is on a completely different level. The social context can influence how someone perceives something and how someone reacts to something. In some of the participants' responses, the researcher was able to deduce statements capitalising on how EI helped participants to develop their capacity for resilience, motivation, empathy, reasoning, conflict management and communication. The responses of principals regarding how EI influenced their role, emotions, behaviour and communication are presented below:

It is difficult as a principal to leave a fulfilled and a happy life because of so many problems arising at school between principals and teachers. Much as we would like to blame teachers especially unionised teachers, we as principals ought to take some responsibility in the way we behave and communicate with our teachers. Principals need to control their emotions first in order to be able to control the emotions of teachers, this can actually improve our relationships with our teachers, and it can boost the way we communicate with them. (P4)

If we become sensitive in how we behave towards our teachers, I think we can go a long way in managing them. Our relationship with our teachers matters a lot, this can support advancement towards academic and professional success. But I will tell you something, there is one thing that kills our effort in treating teachers well or even keeping our emotion in check: it is the preconceived idea we have about teacher unions. Our emotions and feelings towards teacher unions need to change, then we can build a better relationship with them. (P2)

If it was possible, the teaching of EI at school should be emphasised because our learners are to go into the education system someday and even becoming managers or principals at school. I think there should have been lessons given already to

principals on how to become a better emotionally intelligent principal. We all must improve our interpersonal relations successfully so we can learn how to be empathetic, developing affection and cooperating with others. All this depends on having control over our emotions as individuals and more as principals. (P3)

I think it is possible that when one knows how to manage one's emotions then one can be able to manage others' emotions. Truly speaking, it is not easy to embrace the nuances of teachers, particularly teacher unions, they know how to rub you on the bad side, but we need to accommodate their emotions in order to have a better collaboration and a happier workplace. We are not doctoring or psychologists, so we are not taught how to tackle human emotions. I think this is the area where most principals are failing at. Human beings are emotional people so they cannot always be expected to leave their emotions at the school gate or workplace before they enter the school, so, the principals must manage their emotions. I don't know how many times I have turned a blind eye in things that teachers say and do, but you cannot do that all the time; you are expected to manage emotions. (P1)

Regarding communications, participants had the following to say:

I think, let's include teachers in decision-making; let us hear them speak or voice out. I used to have a problem of responding negatively towards union members especially when they challenged decisions that me and the SMT had taken on their behalf. But now I see this as being insensitive and not being empathetic to understand other people's emotional makeup. Our emotions can be easily detected in our communication with our teachers. Sometimes a person can be rude without even showing it on the face but can be detected in the voice. We see this quite often in our staff meetings and briefings. (P3)

If it was possible, we will have teachers who are either unionised or non-unionised because it is more difficult to manage teachers who are divided in views and conduct. There is a high increase in the complexities of interactions of their emotions and communication and how they express them. In my view, a union member's communication is mostly filled with arrogance and compressed emotion because they always see everything as wrong. Now, if the principal will talk with such arrogance in return then there will be no understanding. (P1)

I have seen that bad communication as a leader or manager brings about bad events to happen at school like being at loggerheads with one another. For management of teachers to be effective at school, management of emotions has to start with us as principals. My former principal has taught me that it is important to understand how you behave when you are at your wits end, checking how words can hurt and destroy others is important. When you respond in a calmer manner and the speech is polished makes teachers respect you rather than seeing you as having the same attitude and behaviour as theirs. Isn't it that we are modelling ourselves as good managers? (P2)

Teachers are the most important stakeholders of education and they must be at the centre of school transformation and change in education. We, as principals, should start changing the way we speak to our teachers. If we speak in a respectful manner and address issues in a respectful manner, teachers will surely act and speak with us in a respectful way. (P4)

Regarding how emotional intelligence influences the principals' role and behaviour, participants viewed EI as valuable to the role of principals and important in helping principals to manage diverse teachers at school. The following excerpts from the interviews illustrate participants' views in favour of training in EI.

I think it is important for every principal to be emotionally intelligent when they act and behave because that is how we are weighed. And because EI goes hand-in-hand with the management of human resource which in so many ways deal with human emotions and feelings, any principals who win in managing teachers' emotions should be able to win in any areas that concerns his role and school performance. So, I am simply saying there has to be ways in which principals can be taught aspects of developing their EI, and yes, maybe everyone is born being emotionally intelligent but that will need to be developed as time goes. (P2)

My point is that all jobs involve dealing with people, and that means dealing with work stress. So far, I can say it is more rewarding to deal with teachers who are well behaved and sensitive to other people's feelings but that is not the picture we get at school. And because we cannot stop being stressed and angry sometimes, I think we as principals can develop our emotional intelligence by trying to be stressed and angry on the inside but manage not to show such emotions on the outside. This is good

behaviour and such behaviour will probably say a lot about your role as a principal. Silently, this kind of a behaviour will change the behaviour of teachers who are somehow self-centred or arrogant and disrespectful because I believe no human being is unchangeable. (P4)

Everyone human being has few negative characteristics, and I am saying this because there is no one who has not done something awful or been insensitive at some point in their lives or at the workplace... So, the same can be said in our schools. I know principals are mostly characterised as people who completely lack EI, but I personally see union teachers as people who lack social awareness, and their misbehaviour becomes a daily occurrence. I believe that some of us have low EI and I can hardly deal with stress. I need a training so I can have the capacity to take responsibility for my own actions and feelings, and the role these feelings play in my duty to manage teachers. (P3)

To me, managing diverse teachers whether in colour or in affiliation was not going to be a problem as such if the union members could stop being aggressive and manage their emotions. Because of their manipulative behaviour to bully others into getting what they want, these makes my role and behaviour to change because I am forced to manage their emotions. I could say I need help in developing the basic social skills to deal with other people's emotions. (P1)

5.5 PRESENTATION AND ANALYSIS: FOCUS-GROUP INTERVIEWS

This section is divided into four parts. The first part is a brief description of data presentation where the following items are presented: participants, purposive sampling, researcher as instrument, procedure, setting the scene, space and time, data sources, initial focus-group, follow-up interviews and other artefacts. The second part is data analysis where the following items are presented: research design, identifying and coding domains, core ideas, coding process, cross analysis. The third part is the results based on four themes; each been divided into five to six sub-themes which were addressing all four research sub-questions.

5.5.1 Data Presentation

All items under data presentation have already been thoroughly presented in the previous chapters; hence, what follows is a brief description.

5.5.1.1 Participants

The study sampled 24 teachers, a combination of male and female, 12 unionised teachers and 12 non-unionised teachers. The study required participants to be teachers only and not a combination of teachers, HoDs and deputy principals. This was done with the intent of capitalising on the experience and perceptions of teachers without their withholding some of the information because of the presence of their immediate superiors in the discussion. In terms of union affiliation, some teacher participants were SADTU members and some were NAPTOSA members.

5.5.1.2 Purposive sampling

Understanding that the participants for the focus-group interviews would come from a widely targeted population because the majority of schools have teachers who are unionised and non-unionised, a single recruitment method was used to find the willing participants. The researcher solicited participants via an email to schools which was followed by in-person meetings with the principals and teachers as well.

5.5.1.3 Researcher as instrument

As the principal investigator, the researcher's biases are born out of being a principal and having the desire to understand how principals manage teachers who are unionised and non-unionised at school. The researcher's presence and experience as a principal are valuable to the focus-group process, and she believed participants felt comfortable to delve deeply into exploring their experience and perceptions on how principals manage teachers. The researcher served as the facilitator for the focus groups.

5.5.1.4 Procedure

The study chose qualitative research methodology given the need for thick descriptions and for researcher-participant collaboration. Focus-group interviews were used and complemented by one-on-one follow-up interviews. Focus groups were chosen because they supported the interpretivist paradigm. The size of the focus group was based on what is stated by Morgan, Gibbs, Maxwell and Britten (2002) as the ideal number of participants. Focus groups in this study included dynamic participant-to-participant interaction and emphasised the experience and perception of teachers. It also maximises insight gathered from the interaction between participants and group resistance narratives (Madriz, 2003).

5.5.1.5 Setting the scene

The focus groups took place at four different schools. This was considered a centrally located and neutral environment because teachers came directly from those schools. Although the setting was the school environment, it facilitated an atmosphere of informality because the interaction took place after school. Once again, the researcher introduced herself to the groups as the principal and also a PhD student. The researcher needed to create an atmosphere in which participants felt free to discuss issues knowing very well that they were disclosing them to someone who was in the education system already and who was once in their position as a teacher. The interview process was once again clarified with the groups.

5.5.1.6 Space and time

The focus-group interviews took an hour each without a break. The researcher managed one focus-group interview per day because of the distance between the schools. Pseudonyms were used during the interviews as a way of reinforcing that confidentiality was critical.

5.5.1.7 Data sources

As indicated earlier in the study, participants completed a consent form and were asked to read the interview protocol. They also completed a demographic questionnaire which was used to gather information about characteristics such as participants' age, educational background, ethnicity and union affiliation.

5.5.1.8 Initial focus groups

The interviews were recorded using a digital voice recorder. There were other artefacts such as notes taken during the follow-up interviews on the phone with each participant. To protect their identity, all participants used pseudonyms, both during the initial and follow-up interviews. There were interview questions and each had to be tackled within the one-hour interview consecutively. Questions were designed to elicit individual and personal experiences and perceptions on the management strategies of principals in managing different set of teachers at school. One question included the participants' general observations.

5.5.2 Data Analysis

The digital audiotape of the focus groups was immediately transcribed by the researcher. Verbatim typed transcriptions were then compiled into a master copy of the interview which formed the basis for the content analysis. The transcriptions were also checked for general accuracy by the participants.

The content of the participants' responses in transcribed materials was used to identify a list of themes. The researcher read the transcripts and categorised the data according to these themes. The themes were identified by adding up the number of times the topic was mentioned regardless of which participant mentioned it, or whether it was mentioned more than once by different participants or the same participants. The frequencies led to the identification of themes. Core ideas were abstracted from the transcripts and were worded as closely to the participants' responses as possible.

The analysis yielded the following themes: (a) Personal characteristics of principals; (b) providing coaching, mentoring, or induction training for new principals; (c) ways in which teacher unions could be encouraged to embrace their role as professional organisations; and (d) the interplay between principals and teacher unions. The discussion of the themes was done in line with the model by Morrow (2005) who emphasised the inclusion of quotes to substantiate the researcher's interpretation. For this study, all themes are illustrated with participants' quotations and data is presented using pseudonyms.

The following sections summarise the themes identified from the transcribed data of the focus groups interview and categories are based on how frequent they were mentioned. Although the dominant part of theme discussions in this section responds to the experiences and perceptions of teachers regarding the management strategies of principals, part in each of the four themes and their five to six sub-themes are addressing all four research sub-questions.

5.5.2.1 Personal characteristics of principals



Figure 5.1: Summary of theme 1

The principals' personal characteristics emerged as a theme in answer to Sub-Question 4: "what are the challenges associated with the management of unionised and non-unionised teachers?". Although I acknowledged that all the management elements as discussed previously in Chapter 2 stressed the influence of teacher unions at school as contributing to challenges that principals are experiencing in managing teachers, the responses from participants used in this section seemed to indicate that the principal's personalities got in the way of effective management of teachers not unions. Generally, participants stated that while they understood that it was not uncommon for principals to possess high-level skills and abilities that could be of benefit to the school, their character could also hinder them from managing the teachers.

The researcher noticed that participants frequently provided views that were in harmony with the theme about the principals' personal characteristics. Participants stated that the characteristics of the principals should include the following: humility, value-driven, self-management, self-confidence, passion for work, visionary, professional conduct, role models, excellent listeners and interest in teacher activities.

The following excerpts illustrate their explicit statements:

Most principals are overconfident and over comfortable in their positions, their characters are not complementing their positions as principals. Do you know that it becomes very difficult for me to go to his office even when I have a challenge because my principal is very arrogant and has no time for teachers at all? (UT1).

UT2, participants in focus group 2 who are unionised articulated their views on the personal character of the principals in the following:

.....no wonder most of the principals are always at loggerheads with teachers, particularly teacher unions. Principals fail to manage teachers because they fail to listen to their teachers, and they fail to understand that they are not an island therefore they cannot work alone. Principals are not humble at all; they always see themselves knowledgeable, but they fail to recognise their own mistakes but are quick to pick up mistakes done by teachers.

In agreement with UT2, NUT2 elaborated:

I see that the principals have nowadays adopted the style and behaviour of some members of the unions who are also misbehaving. Principals are at some point accused of mistreating teachers, but I have not experienced such myself, although I have witnessed such behaviour from my former principal. I can't say I blame him though; he was pushed into a corner by one of the union members but then the principal could not control his emotions and reacted in an unruly manner. It was not a pleasant thing to see though because from then I realised that he was becoming over-arrogant and not humble at all especially where that union member was concerned. The principal found it hard to maintain positive interpersonal relationships with most union members at school and this made the school not a pleasant place to go to.

Their views provide support for the importance of humility as an attribute of effective management and how it is considered important implications for educational management and leadership.

Under passion for work, the following information emerged:

the best advice that teachers could give to principals is for them to have passion for their work as principals. If principals remain focused and unassuming, then their work will be enjoyable. They always assume the worst about teachers. (NU2)

One point that the researcher felt should be mentioned is what one of the union members indicated as follows:

I can tell you that there isn't any principal who does not think that teachers are there to cause trouble for them and that teachers are there to get their jobs, I mean, it is disturbing to see that principals are failing in their jobs, simply because their focus of work is swayed to something else.

In another example of passion for work, few participants indicated the following:

Aren't principals are expected to be passionate about their work? I think they are being distinguished by their passion and commitment to their work. And I know, part of such passion must be seen in their ability to manage teachers.

Another participant who was not unionised, coming from one of the four groups, related his comment by saying:

Principals need to apply wisdom when dealing with teachers. Passionate principals are concerned with the development of their own work and that of their teachers. We understand that some teachers, particularly our fellow teachers who are unionised, have made principals question teachers' loyalty and commitment towards them but that should not disturb their passion for their work.

This participant succinctly indicated her views and said:

Principals are to perform their work effectively. Our principals have lost a sense of enthusiasm, they are no longer dedicated to their work, they spend most of the time either in their offices or just absent with their actions and behaviours but present physically. We do not feel encouraged by our principals; they should be concerned with promoting teachers' intellectual and moral ability rather than seeing them as enemies.

Participants often acknowledged that the most important factor of being passionate about work was an ongoing commitment and dedication to their work. Often, participants indicated that being passionate about one's work did not end only with themselves, but it involved being passionate about other people's work as a manager. It was also established from participants' responses that they considered the principals' goal as being misplaced. They observed that

instead of principals shaping the behaviour of the people they led and managed as their basic goal, they did not do this effectively.

In terms of the interest in teacher's work, participants expressed their understanding in various focus groups throughout the interviews. Most participants mentioned how important it was for principals to take an interest in teachers' activities. Participants seemed to understand the significance of the interactions between teachers and their principals regarding the quality of work teachers do at school. They emphasised that taking an interest in teachers' work made them proud of their principals and this would evoke a desire to work harder. The following insights were mentioned.

Principals need to take interest in the work of teachers and take interest in the knowledge and ideas that teachers are imparting to learners, this will also help principals to show compassion and support to those teachers who lack knowledge and skills to do their best in their work.

Passionate principals will always observe the quality of work teachers are doing and the quality of work given to learners; this is very important.

I sometimes feel like principals don't care so much about teachers, but then I wonder why they are placed in such an important position of managing teachers. Something as easy as appreciating teachers' hard work can be something very difficult to say and do by principals.

Having a supportive principal can make all the difference for a teacher.

Every teacher wants to have the confidence that their principals have their best interest in mind and moreover, that they can receive an ongoing support from them. Principals are to support us even when we are going through personal difficulties such as death, illness, divorce etc. Often times, principals will show the 'I don't care' attitude or the 'this has got nothing to do with me' attitude and still expect a teacher to function normally.

Participants experienced that principals who had self-confidence and self-management made a valuable contribution to the life of teachers. They believed that if principals had self-management skills, they would be proactive and manage their professional lives and set effective goals. Participants observed that principals were failing in managing schools

because they had failed to manage their own thoughts, feelings, and actions. Therefore, it was difficult for them to manage the behaviour and actions of their teachers. Participants mentioned that principals need to be self-motivated and be confident to manage things such as time, stress, the school in general and to set goals for the school.

Several participants had the following to say:

It is important that principals should know how to self-manage their essential school responsibilities, but that will depend on whether they are able to plan and prioritise their responsibility.

If you have self-management skills, one is able to set goals and manage them even without getting so much help from the SMT who are also very dependable on the principal's skill to manage things. I think principals just need to develop the attitude of self-confidence, which in my view is necessary for effective management of teachers, give teachers no reason to disrespect you or even backchat you.

The principal who is confident enough will allow teachers to have a say in decision-making without him feeling intimidated or attacked. Truly, what I have observed is that having the principal that is able to see his mistakes and fix them or having a principal who is able to assess his strengths and focus on ways to maximise their abilities in such area is sufficient for me.

I honestly believe that one other character that principals are supposed to improve at is the low self-esteem. This is something I cannot stand in a principal. We as teachers depend on them for protection especially being protected from victimisation because some of us are not union members.

In addition, this participant stated that:

Most principals who are successful have self-confidence. Their skills in bringing teachers together to work towards the vision of the school is more critical than principals' ability to do it on their own. Lack of confidence in your ability to get things done results in less enthusiasm in encouraging other to join the effort.

The next theme reported on here is providing coaching, mentoring and induction training for principals.

5.5.2.2 Providing coaching, mentoring and induction training for principals

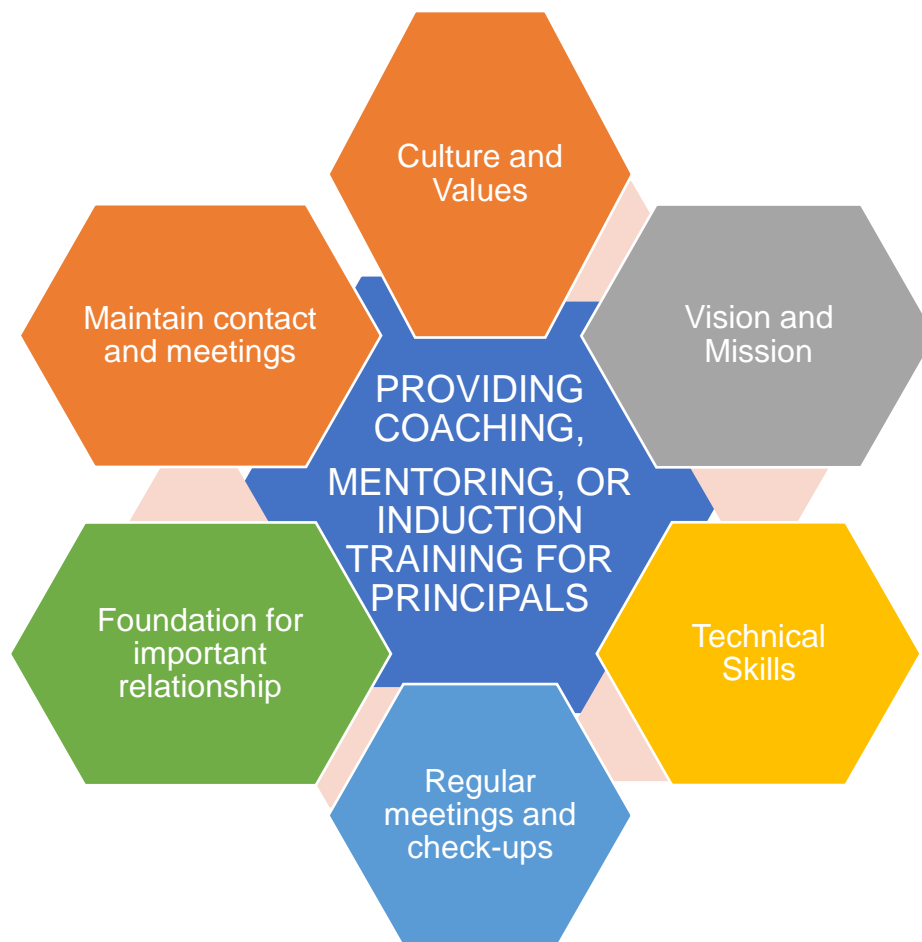


Figure 5.2: Summary of theme 2

Participants' responses on this theme related to Sub-Question 3: "What are challenges associated with management of unionised and non-unionised teachers at secondary schools?" Broadly, participants observed that most principals needed solid training to help them carry out their management role, particularly managing teachers who were either unionised or non-unionised. In their view, incorporating developmental techniques such as coaching and mentoring or induction would help principals to develop the skill of listening to their teachers or colleagues. They should not work independently and should share one-on-one conversations with teachers as the main interaction technique in order to enhance teachers' skills, knowledge and work performance and gain their cooperation. The following key points were noted under this theme: norms and expectations, culture and values, vision and mission, technical skills, regular meetings and check-ups, foundations for important relationship, keep engagements and maintain contact and meeting its potential.

Participants clearly described their observations by noting a significant lack of ability in their role and the benefits of having developmental training. This was supported by comments such as:

Principals' induction programmes and training can have a positive impact on the performance of principals, generally in managing teachers and curriculum, something that the department of education has not given it much thought, instead, it is seen as something considered as and when the principal has messed up.

Every employee, be it teacher or principal at school needs to be inducted into their new posts; I mean programmes that are to be set in place to assist both teachers and principals to adapt to a new position or new workplace. This will strengthen principals' effectiveness in their roles.

The success of the school starts with the principal. In SA, the DoE makes principals to account for the poor performance of the school. Teachers are not called to come and account on learner's performance. That is why it is important that principals should be mentored, coached and even inducted into their posts, these are considered the principals' preparation programmes designed to their management skills and to improve teacher and learners' performance.

Nowadays, too many principals are left to learn on the job, I think programmes are there to improve and prepare principals on how to manage the schools and to manage diverse teachers, the problem is that these programmes are not considered important by the higher office. I really feel pity for principals because these days, they become counterproductive particularly with managing teachers and this may really frustrate them. This is not something that needs to be detected by some groups of teachers at school, because they will soon realise the weakness in the principal and endeavour to make it difficult for principals to manage the schools.

The observation of most of the participants in the focus groups led them to believe and clearly point out the need for effective induction of principals as important in inspiring them to set out the vision and the mission of the school. The following findings substantiate this and are closely linked to the findings that participants observed and experienced as challenges that principals encounter in managing teachers:

The first person to set out the vision and the mission of the school is the principal. Proper induction on how to set the vision and mission of the school is important. It is surprising how little attention is paid to this kind of a task. I may not be a principal but I clearly understand that because every school starts with a vision and mission, which can be a mammoth task if one is not aware how to set or nurture it in a case where it was already set. I feel such a lack of knowledge is observed to be a challenge in principals' role. If they do not get this one done, it is possible that they may fail with the rest of their task or roles as principals.

School management is perceived to be a demanding role because the role entails managing human resources. I do not see such a role can be very easy. It seems to require the principal who can demonstrate various essential skills, and, in my view, the management skills must be top of the list of such skills. Monitoring and coaching of principals does not have to be rendered only to the newly employed principals but all principals should consistently be developed to improve in their role. In short, principals are the ones responsible for leading and enacting policies, so they need to be equipped to enact policies such as the vision and mission of the school, just to mention but one.

Principals must collaboratively develop the vision, mission and goals of the school. Such can only happen if there is a good cooperation between the principal and the teachers.

We all need to share a common vision as far as teaching and learning is concerned. The principal's management skills are the foundation to providing every teacher with knowledge and skills to improve in their profession and in putting effort into the mission of the school. GDE must ensure that a plan is in place that supports principals' management skills and to develop strategies in which their skills are nurtured to produce the desired outcomes, which are being able to work closely with teachers and solicit teachers' input and collaboration in the implementation of policies such as the vision and mission of the school.

A few participants reported that the foundation for important relationships was something lacking in principals and this, in their view, was seen as posing a challenge in the principals' role as a manager. They shared how they experienced and observed the danger that this

lack of foundation could have in the relationship that principals had with their teachers. Their comments are stated below:

Principals are to utilise process to distribute management of teachers, they can have utilised people such as the senior teachers, grade heads, register teachers and heads of department to distribute these tasks to while they remained observant and accountable to everything. I think such process, builds the relationship between principals and teachers, it builds trust which is considered the foundation in any relationship.

Principals are to acknowledge collaborative efforts other than some group of teachers, particularly the non-unionised teachers who are observed being given a special treatment by some principals. It is also important that principals should hold every teacher accountable for bad performance and later empower such teachers, this avoids too much clash between principals and teachers, and it eliminates favouritism.

An ongoing support from the principal is important and honest as well, especially when giving a report or feedback. actionable feedback and the professional development and support from the principal is required to ensure a good learning experience for teachers so that they can be able to meet the needs of the learners and the goals of the school. I say supporting your teachers as a principal is the beginning of a good and important relationship.

Principals can build a very good relationship with the teachers if they could learn to positively support and guide teachers in partaking in the decision-making processes of the school, of course this has to do with an issue of trust which needs to be ironed out before any teacher can be drawn in to take decision in school matters. It remains the duty of the principal to foster a culture of collaboration and the complexity of human interaction, relationship, and conflict resolution. When all these has happened, then one can be sure that the school can function effectively.

5.5.2.3 Ensuring an orderly and supportive environment by teacher unions

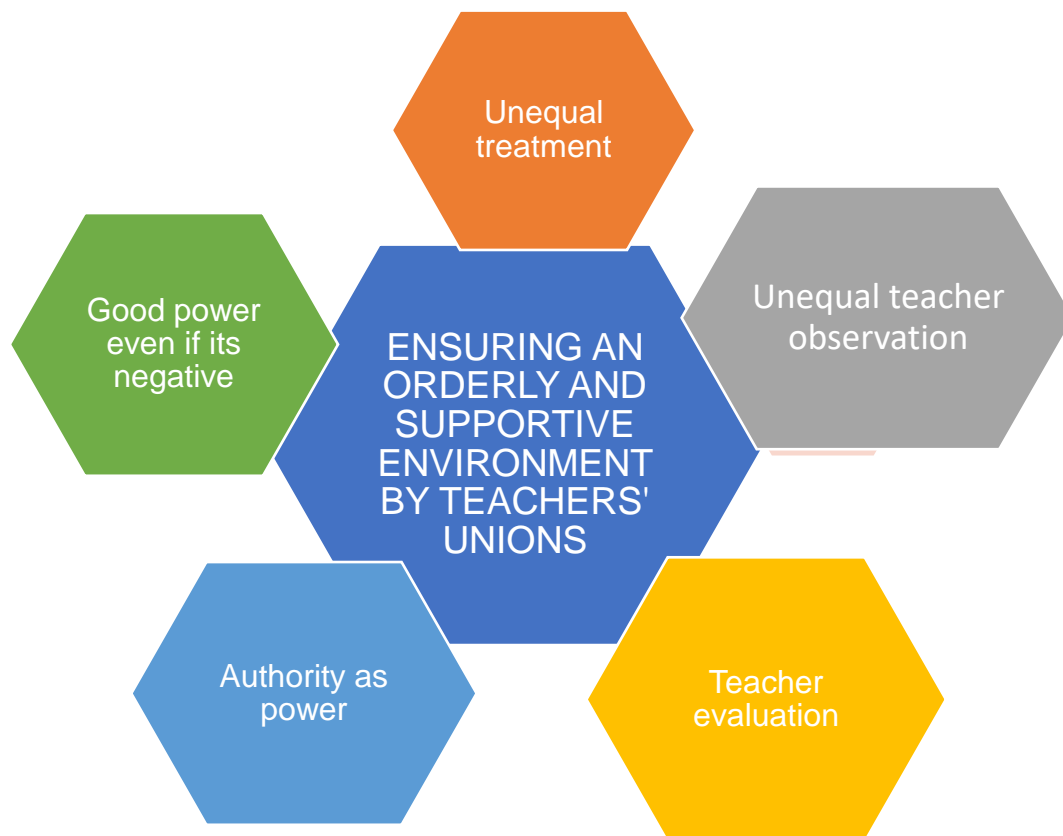


Figure 5.3: Summary of theme 3

One other common theme mentioned by participants was the responsibility of principal to ensure that there is order and support from unionised teachers to create a safe environment for everyone at school. This theme talks to Sub-Question 1 which asks: "What are the strategies of principals in managing unionised and non-unionised teachers at school?" majority of participants mentioned their perception of the strategies of principals in managing unionised teachers and more response was based on how and what principals will often do to manage unionised teachers than non-unionised teachers whom in their view were not so much of a problem.

The researcher noticed that, based on the participants' responses, a fairly number of participants, both unionised and non-unionised were typically aware of the need for teacher unions existing in schools to embrace their role as professional organisation. Participants responses suggested a strong need for unionised teachers to ensure an orderly and supportive environment that foster a climate of collaboration and compliance with the

managers of the school. Participants perceived the following key points as the management strategies that were used by principals: unequal treatment, unequal teacher observation and evaluation, authority as power, and good power even if its negative as having a negative influence in the way principals managed unionised teachers. In addition, participants mentioned points such as a shared vision, disgruntled teacher unions members, transition from directives and control to facilitation, to their responses.

Most principals do not just like teacher unions, and I have been a teacher for some years to notice such. it is obvious that principals cannot just sit in their offices the whole day and not expected to walk into teachers' classrooms. But when such happened, let it be useful and the visit must not target a certain set of teachers.

Let the class visitation and observations by principals be more formal, and they should take quality time to have a conversation with teachers about teaching and learning.

I think this way, principals will be able to have order and support from teacher unions because I have observed that the targeted teachers are people like us who are unions members.

Isn't that being a principal is about serving those who teach and learn, which means teachers and learners? Principals hardly listen to the needs of the teachers, and yes, teacher unions can actually be demanding but principals also don't make effort to meet the needs of teacher unions, the only people who gets to enjoy the principals' attention are the SMT, SGB and the non-unionised teachers because most of them are either teachers who are the Funza Lushaka Bursary holders, or teachers employed by Teach SA Group or teachers who are foreign nationals. This kind of discrimination and unequal treatment often aggravates teachers who are unionised.

Some principals are just insecure and not respected by teachers they work with and this is because we teachers are not given equal treatment. I mean, truth be told, some of us here are not union members, we also feel we do not get the same treatment from our principals especially when that principal is a union member and cannot take any decision without consultation with the unions. We depend on principals who are advocated to speak for us because we lack the voice to advocate for ourselves, we rely on their support when unionised teachers are intimidating us but no, that is not happening in my view.

I have observed that principals tend to treat other teachers unfairly or unequal to their favourite groups. It is a fact that union members are very vocal and sometimes held alternative opinion on school matters, even when such teachers will be due for promotions, such opportunities will be tied to teachers who were either friendly to the principals or are holding the same view with the principal.

The principals' power over teachers was indicated as some of the management strategies that principals used. Participants indicated that they are subjected to a high degree of control and influence by principals at school. Some participants who were union members were not entirely convinced of the value of power subjected to them by principals, although what they feel is that these principals feel more responsible when they have power over teachers. They further indicated that principals tend to turn blind to teachers' talent and potential and they continue to exert power over teachers even if their power is negative, they cannot see. The following excerpts illustrate participants feeling:

We need to keep in mind that most principals use authority to influence teachers or power to suppress teachers, this is one of their strategies. And the power of the principal in managing diverse teachers can either be good or bad it depends on their management skills or strategies. The impact of principals on teachers' behaviour is very significant.

We know that being a manager and a leader is about setting the tone, advocating their subordinates by supporting and prompting what they do and connected with them, the funny thing is that our principals do neither of the things we mentioned. Their strategies of managing teachers are very bad, but they see themselves doing their best in managing teachers whom in their view are rebellious.

Principals should strive to succeed in managing teachers and the school because when they succeed teachers will also succeed in managing their classes and succeed in teaching and learning. Where principals are supposed to work hard in building a union with their teachers and take on education as partners like in a great adventure, they do contrary and start pressing on teachers.

Most participants described that the strategies of the principals in managing teachers is also made difficult by some disgruntled teacher unions members who always succeed in exposing

the principals' inability to manage teachers. participants noted significant events and points as follow:

Principals, just like everyone else, want to have someone who believes in them, who holds their positions as principals with high regards and who demands that they do their best. Such people are teachers' union members, they always put poor principals into very difficult tests but always been in a loggerhead with them. Teachers who are unionised have very complex and varying needs and they are able to voice them out and their needs are forever difficult to meet and less visible, but this makes such teachers to become angry and aggravates the principal all the time. principals cannot altogether be blamed for their incapability to manage teachers; it is because some members of the union can be impossible to manage.

Teacher union members have become champions of articulating and fighting for their needs at school, it is not something new, while we expect principals to both identify and understand their teachers needs and work with them to attain such needs or even guide them otherwise, no, instead we see principals fighting back at teacher union members and that makes their job very difficult.

Unionised teachers can be difficult sometimes and many of them are disgruntled, but in my view, I think that could be because they want someone, particularly the principal to listen to them, believe in them and provide them with a support system which I believe is the first and most step in managing unionised teachers, although this kind of relationship may by no means easy to principals, it can obviously be overwhelming to them and there has to be system that principals will have to come up with, I mean, I am talking about unions here, we all know how they behave.

A number of participants often reported giving directives and control as a problem they have identified in the principals' management strategies. They had the following to say:

Principals are decision makers that can alter behaviour of teachers and positively influence teachers to contribute to the attainment of school goals. Techniques such as directives and controlling are useful but perhaps principals should give directives to teachers and then take a seat to see if teachers cannot work on their own, this will build the teachers' moral knowing that the principal trust them to do the work.

Principals will do a better job if they can provide strategic direction and building the quality of instruction. Once a clear instruction is given, then the principal must relax and facilitate to see the work done. The problem with most principals is that management to them means doing the work yourself because you cannot trust anyone but the truth is that management is about building a team, the principals job should be about finding the expertise, skills and abilities of the teachers that they work with, then cultivate them.

I think learning is supposed to be at the centre of teacher's daily activity. teachers can only learn if they have been given some sort of responsibility and tasks to complete. Principals must develop an atmosphere of trust with their teachers, trust that they can do the job but teach them how to do it and then facilitate, this will make them to be successful principals in managing teachers and they will also become saner principals.

Teachers work hard when they have a share in leadership and management, so principals should cultivate management role in teachers, let principals depend on teachers for once, I think the more willing principals are to giving teachers the responsibility to do the work on their own, the better for teachers because they will know that they are to be held responsible and accountable for their work.

5.5.2.4 Strong interplay between principals and teacher unions

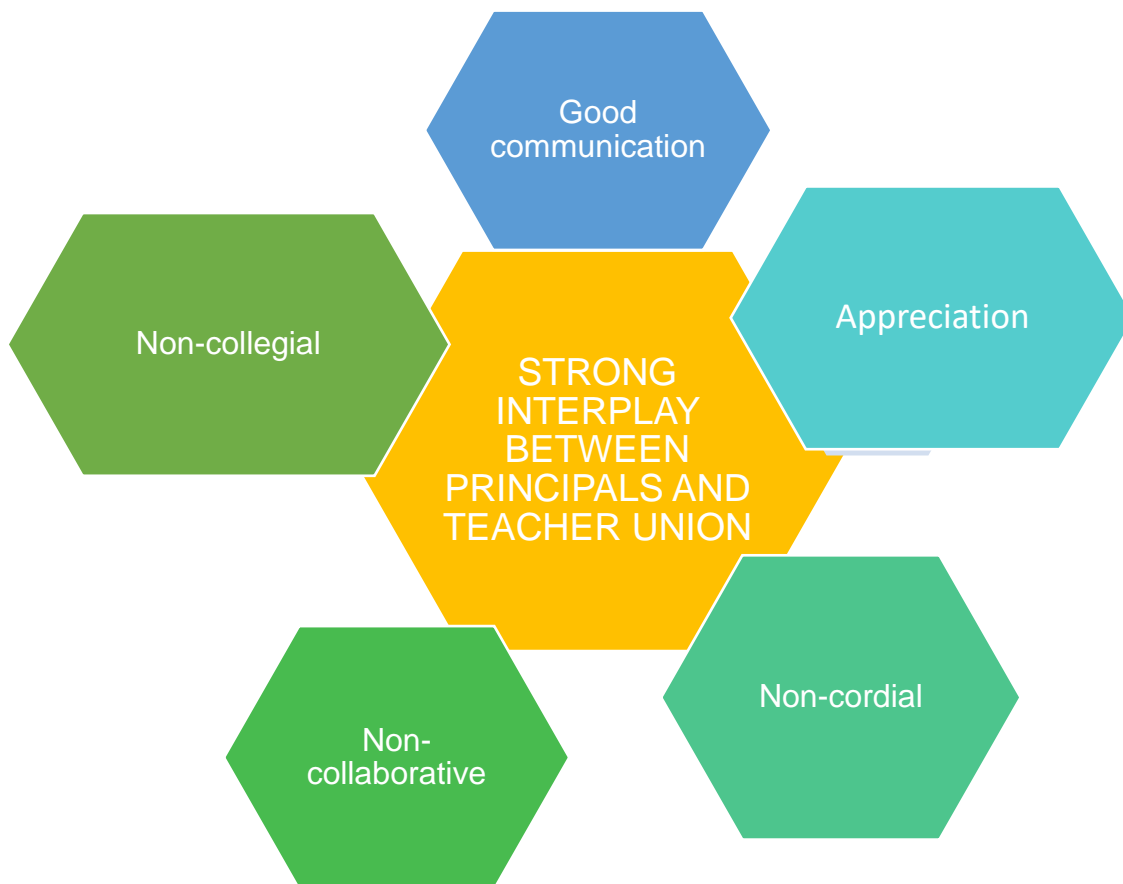


Figure 5.4: Summary of theme 4

The theme reported on here is the strong interplay between principals and teacher unions. This theme relates to Sub-Question 3 on the challenges associated with management of unionised and non-unionised teachers. The responses from most participants who were not unionised indicated that there was evidence of the principal's lack of ability to draw out cooperation and compliance from the teachers, particularly, teachers who were unionised. Participants believed that the relationship between the principals and teacher unions were not cordial, not collaborative, not collegial and needed adjustment. Generally, participants felt that the position of principals had somehow been made daunting because of the external forces that did not have the interest of the learners at heart.

A significant number of participants who were mostly unionised stressed that the relationship between the principals and the non-unionised teachers was very good and this was attributed to good communication, appreciation being shown to non-unionised teachers and a clear delineation of the roles between principals of the school and the non-unionised teachers, as

opposed to the nature of the relationship that the principal had with unionised teachers which was often influenced by the interference of teacher unions in the running of the school.

Under good communication, the following participants had this to say:

Principals are very judgmental and keep malice. I have personally experienced a particularly difficult time with principals of the schools where I have been a teacher. Principals do not have an open dialogue with teachers who are unionised. Even if you were coming with a good point or wanted to make a useful contribution, one will be talked to in a manner that an adult cannot be spoken but when if the principal's favourite teacher, which will be mostly non-unionised teacher, such a person will be given an undivided attention.

Principals need a good preparation through management and leadership training course so they can plan for a course of action to handle different types of situations. For example, having to resolve conflict needs wisdom, but often, principals battle to resolve a conflict because their communication skills are crippled. A good communication skill will benefit principals a lot.

It is important for both principals and unionised teachers to understand the role of the other. Both are using strong tactics to handle each other, but a good communication around each other's role at school will go a long way. Unless there is a 'sit-down-let-us-talk process' between the two parties, there will always be some disagreement which end up bringing out some disrespect. At school there will be disagreement but there will also be agreement, and this can happen if a good communication has happened which will lead to a recognition and an understanding of the role of the other at school.

Every teacher being it unionised or non-unionised can be brought within the mechanism of school management, there has to be a good communication between principals and unionised teachers. principals need to build trust as the foundation of every relationship, principals cannot micromanage the school, let there be a communication with unionised teachers, after all they were first teachers before they could belong to any union. Let unionised teachers be part of the effectiveness of the school even in the absence of the principal.

Participants indicated that there was a clear delineation of roles between teachers who are not unionised and principals but the same could not be said of the relationship between principals and unionised teachers.

Instructions and roles given to teachers are not the same, unionised teachers are not given some clear instructions as the non-unionised teachers. this is not good for any teacher, for principals to succeed in managing teachers, it is critically important that they model, demonstrate and assist all teachers to become good teachers.

The non-unionised teachers receive free and seemingly endless availability of information from principals while unionised teachers are left with a confused role

The principal is not setting clear roles and responsibility for everyone, at least not teachers who are belonging to a union, and this makes everything difficult because some knows what to expect from the principal while others are in the dark. Principals should strive to develop an effective working relationship with all teachers.

Teachers are also stakeholders with a direct and indirect interest in the decision of school matters, so we are actually affected by the way principals treat us. We as teachers want to know what roles as stakeholders are supposed to play in the matters concerning the school, and the distribution of roles at school should be done evenly between teachers without preference or favour.

Participants were able to quickly identify and categorise some behaviours of the principal towards unionised teachers as uncordial. They spoke of the necessity of both principals and teacher unions to work together and embrace each other's participation in school matters. Participants summarised their position in the following manner:

It is sometimes impossible for principals and unionised teachers to work on a cordial relationship. Indeed, unionised teachers will always argue that they are important at school and their contribution matters, we certainly cannot argue their potential and that of each teacher at school, and yes, sometimes it is not being recognised by our principals, the point is surely both parties can work amicably with each other as we see with teachers who are not unionised.

Principals see unionised teachers as barriers to the management of teachers and principals are willing to do everything to fight unionised teachers, this is what makes

the relationship between managers and teachers to be uncordial. Teachers are looking up to principals to calm the conflict between principals and unionised teachers, but principals are seen to be aggressive and they are actually considered to be the real and perceived barriers to school management.

There is a general distinction between the behaviour of the principal towards unions and I don't mean to suggest that principals are all bad but they are accountable so they must do everything to quench the fire.

5.6 PRESENTATION AND DATA ANALYSIS: MEETING OBSERVATIONS

The researcher observed three types of meetings in the four schools where she captured the process of the meetings and the content of the meetings as outlined in the observation schedule. The reason for observation of meetings was to ensure triangulation of information articulated from interviews and observations. Observation enables a researcher to draw inferences about perspectives that could not be obtained through interviews (Maxwell 2012; Patton, 2002). In this section, data presentation and analysis on observations is done in three parts, that is, on the staff, briefing and SMT meetings, generally looking at their effectiveness.

The observation schedule was used to capture relevant details of the study and filled the gap of information and facts that may have been overlooked by the interviews as the other data collection tool for this study. Observation made in S1 to S4 were done at uninterrupted and agreed appointments dates with the school principals. The focus of the researcher's observation for the four schools, in all three meetings, is summarised and categorised into the following six key points:

Table 5.4: The observation process and participants in the study

Meetings	Schools	Participants	Key Points
Staff Meeting	S1 to S4	Principals and teachers	<ul style="list-style-type: none"> • Meeting procedure • Staff preparedness • Teacher accountability and participation • Time management • Communication • Professionalism
Brief Meetings	S1 to S4	Principals and teachers	
SMT meetings	S1 to S4	Principals and teachers	

5.6.1 Staff Meeting Observation

Staff meetings are an essential aspect of running a school and are important forums used by principals not only to communicate policies or enact internal policies but as a platform for principals to manage curriculum and teachers (Bonyo, 2017). Holding meetings is one of the administrative roles of the principal.

The staff meeting for the four sampled schools was only held once in a term unless there was an emergency that requires the staff to gather, but over and above that, issues and directives were given during the two other meetings discussed in this study. Participants being observed during these meetings were principals, unionised and non-unionised teachers in action, that is, interaction during the staff meeting. The study targeted only one staff meeting in each of the four schools, each having a total of staff members ranging from 35 to 50.

5.6.1.1 Staff meeting observation: School 1 to School 4

- Meeting Procedure

All schools had their meetings once in a term. *“How often you schedule staff meetings depends on your purpose, although having regular meetings on the books is helpful for the planning purpose.”* This was the response given by the principal of School 1 during the exchange of pleasantries with the researcher prior the meeting. The four principals were generous in scheduling their staff meetings on different dates in response to the researcher’s requests. Principals indicated that they had not encountered a problem with the once-a-term meeting. They explained the necessity of meeting once a term. They met at the beginning of each term to discuss the expectations for the new term and to discuss the previous term’s progress and challenges.

In general, the researcher observed that the meetings at the four schools covered items such as updates, announcements, feedback on the previous term, information-sharing and participation in the team environment. Staff meetings can easily turn into long, somewhat tedious events if not properly managed. The researcher observed that the four schools followed a detailed staff meeting agenda with discussion topics which specified the timeline for every topic on agenda and the presenters of the topics.

- Staff preparedness

On stepping into the meeting of School 3 and 4, the first impression the researcher had was that of a quiet and a neat staffroom. The teachers were neatly and professionally dressed. Teachers did not seem pre-occupied with teaching preparation, but each teacher was seen either reading a book or going through their cell phones but with all of them having diaries on the table. It was also observed that majority of teachers had diaries with the SADTU emblem, and this implied that many teachers were affiliated to the union. This observation was done prior to the meeting. This behaviour implied that teachers were ready and looking forward to the staff meeting, and all were present. With the remaining two schools, it was also observed that teachers were well disciplined and ready to attend the meeting, although a few teachers were observed eating before the meeting started. A couple of teachers were still coming in and some rushed to grab a cup of tea or coffee.

In all four schools, staff meetings were not a waste of time because participants were prepared. All participants received the agenda, including any supporting materials. The meetings were scheduled, and it was observed that both the managers and grade heads received the agenda two days before the meeting, so they could prepare and add any topics they believed needed to be discussed. The staff of these schools were seen to be engaged in the meetings.

- Teacher accountability and participation

One of the ways in which principals were seen managing the staff was during the staff meetings where an interaction between principals and their staff was observed. The researcher observed that the principals of the four schools had assigned tasks on the agenda to managers and grade heads.

Although the schools did not hold regular staff meetings, the researcher observed teachers reporting on the progress made or challenges experienced by each department and grade during the previous term. This was done to ensure staff accountability and participation; it was observed that principals did their best to encourage participation from all and to ensure accountability. Presenters did well not to allow interruptions or over-talking. They agreed to disagree and where concerns and misunderstanding were raised during these meetings, these were handled and resolved in a professional way. In School 2, outstanding issues were

first handled in an intimate atmosphere and complex issues were postponed for later consideration when the meetings were long.

It was observed that principals were able to manage the involvement and participation of the staff effectively and that activities or tasks on the agenda were distributed evenly to curb idling and unnecessary disruptions. Finally, it was observed that written follow-ups and non-unionised teachers' meetings were requested to save time and ensure that teachers were in agreement.

- Time management

Another important key point identified during the researcher's observation was time management because staff meetings were scheduled based on time allocation. Adequate and effective or inadequate and ineffective distribution of time during the staff meeting can either turn the meeting into a total waste of time or it can be effective and informative.

The researcher observed that in all staff meetings, the principal exercised good management of time which meant that they were able to cover everything scheduled for discussion. The researcher also observed that principals were able to structure and manage the running of the meetings with each part of the meeting taking the allotted time. The principals were seen managing discussions and making sure they stayed on track. However, the researcher observed that for School 1 and School 2, teachers not holding portfolios had a lot to say during the two meetings. This means that the principals needed to improve the flexibility of allocating items for discussions to other staff members not holding portfolios as this would help the staff members in feeling recognised and appreciated as well (Kawulich, 2005).

- Communication

Good communication during meetings is key to a school's success, communication is not only good practice but imperative if teachers and principals are to yield good results (Wahed & El Sayed, 2012). Managing communication effectively is a key dimension of a leader or manager. The researcher observed that on many occasions, during the staff meetings, the principals added to the items discussed by effectively communicating the schools' vision and mission. In effect, they motivated the staff by pointing out that communicating well with each other, regardless of the portfolios they held at school would reflect the personality of the school. The principals of Schools 1 and 2 focused on honesty and transparency, discouraging

the feeling of us versus them, while the principal of School 3 addressed the issue of division among staff members, particularly the unionised and non-unionised teachers. He was observed indicating that teachers that were not affiliated to any union should not feel removed from decisions or be kept in the dark about issues affecting the school, morale and trust.

The principal of School 4 was observed emphasising the issue of transparency, the topic directed at the SMT. He pointed out that transparency happens by communicating a clear message to all teachers. Generally, principals were observed using effective communication which underpinned the principals' knowledge of what they were doing in the meeting, their skills of managing teachers during the meeting and their disposition. Many problems at schools can be directly traced to the principals' ability to communicate. In all schools, the purpose of the staff meetings was successful and helped the principal in building trust and a respectful relationship.

Out of the four schools, only one school was observed using the internal feedback process from teachers; that is, teachers were requested to provide honest and constructive feedback on any presentation made by the principal and other presenters during the staff meeting.

- Professionalism

The staff's appearance in a meeting plays a role in conveying professionalism. Professionalism is the quality that every teacher and school employee should possess because school employees represents these schools and should always do so in a professional manner. The researcher observed that the principals of the four schools maintained respectful and positive relationships with the teachers that were based on honesty and integrity. Professionalism was observed during the interactions and engagements with one another. This led to the conclusion that there was a personal connection between the principals and staff that boosted the overall effectiveness of the staff meetings.

As mentioned previously, one principal was observed emphasising the issue of not being discriminative and intimidating other fellow teachers. The researcher corroborated this by observing that teachers were treated fairly and there was no evidence of bias or favouritism. All principals were observed following a good rule of thumb which is to always be polite and err on the side of caution, be open-minded, and assume the best intentions always. In general, for teachers and managers observed during these meetings, professionalism was

shown in their personal appearance and dressing appropriately. It included how they talked while in the meeting and outside the meeting.

5.6.1.2 Summary of staff meeting observation in Schools 1 to 4

The summary covers the four staff meetings observed at the four schools. The meetings were held after school and lasted for three hours. As discussed earlier, the four sampled schools were from the Gauteng Province but from different districts of education that are far apart from one another other. The researcher noted some slight differences and major similarities during the field observations in comparing the schools. The difference and similarities were derived from the same key points.

My observation on the procedures at the staff meeting for the four schools led the researcher to conclude that although staff meetings were not very popular and often unwelcome especially when they were held in the afternoons when everyone was exhausted after teaching, the staff meetings were viewed as important and positive. The meetings seemed to address a clearly defined need or objective. The staff was kept informed and given up-to-date information. The managers provided feedback and shared ideas and teachers asked questions. The agenda indicated items that required a shared discussion by the staff and decision-making on certain issues was done collectively. Principals did not undermine staff morale by making decisions for them but allowed everyone to give input especially regarding policies and procedures that teachers needed to abide by for the whole term. Generally, principals succeeded in ensuring that the staff members were involved in the decision-making process.

Although these meetings were long, it did not appear that the staff lost focus and became bored because they knew that they were meeting for a reason through the staff meeting agenda. The researcher concluded that the following points provided evidence that these staff meetings were successful:

The staff meeting agenda was shared beforehand and staff members were prepared for the meeting.

All meetings of the four schools started on time, immediately after school at 14h40 and lasted for three hours.

Three of the four meetings started with noteworthy news called “the good news”: this was where the staff members had announcements about recent engagements, weddings, anniversaries and pregnancies rather than starting right away with the agenda. One school started with a motivational talk from a teacher.

Although it was noted that some teachers were eating before the meeting, the researcher observed that they made sure that they completed their meals before the meeting started, and that showed professionalism. The researcher observed that there was only one meeting out of the four where the principal encouraged the staff to give feedback for improving the meeting for the next one. In addition, the researcher could not help but noticing that teachers in School 1 had their diaries with the union emblem on them implying that majority of them in that school were affiliated to teacher unions. At Schools 1 and 2, teachers seemed to dominate the discussions during the meeting rather than the presenters which could mean that principals may need to extend the responsibility for presentations to other teachers rather than the regular managers and grade heads.

The next paragraph presents and analyses the briefing meeting observations using the same key points used during the staff meetings and detailing how unionised and non-unionised teachers were managed by principals during the briefing meeting.

5.6.2 Briefing Meeting Observations

Briefing meetings are often viewed as efficient meetings because they are short, direct, and well-planned (Bonyo, 2017). While the sampled schools could not have staff meetings on a regular basis, they all ensured that they have regular briefing meetings which were scheduled every day to create a sense of inclusion among the staff, to allow access to managers and to make everyone feel that they were part of a cohesive team. These schools had briefing meetings in the mornings at 07h30 from Monday to Friday although they varied from school to school.

The purpose of briefing meetings in these schools was to provide direction on how the day would unfold. The principal of School 4 indicated that:

Briefing meetings are the best way to collaborate because with human beings, a lot of our communication is non-verbal but, in some situations, we need to be in the room to understand each other.

The researcher met with the principals to ask them why they had such meetings.

5.6.2.1 Briefing meetings observations: Schools 1 to School 4

Briefing meeting observations of School 1 to School 4 are explained below.

- Meeting procedure

There is usually a bigger risk of misunderstanding when people or teachers do not understand what you are talking about. This was what the researcher observed in School 1 and School 3. There were no agendas guiding the meetings; principals had their agendas in their diaries and led the meeting for 30 minutes calling out point by point from the agenda, a strategy that did not seem to work well for them. A successful meeting, irrespective of what meeting it is, requires managers to plan ahead. Most of the decisions for that day were made in the meeting because principals of the two schools ignored the planning phase. It was observed that teachers were not on the same page as the principal to a point that one teacher, who was identified to be a site steward for SADTU ended up opposing the directives that were given by the principal of School 1. In School 3, teachers ended up wasting valuable time by trying to familiarise themselves with the meeting topics and ended up discussing irrelevant issues.

What was observed in Schools 2 and 4 was that teachers received the agenda for the next briefing meeting during the previous meeting and teachers were asked to add points that were not covered by the agenda.

Every departmental head was asked to bring the items for discussion a day before the next day's meeting so they could be included in the briefing meeting agenda. The meetings for these two schools were very short and forced people to remain focused.

- Staff preparedness

The researcher observed that teachers in Schools 1 and 3 had inadequate knowledge of meeting protocol. Because the principal formulated the agenda haphazardly, that hampered the conduct of the meetings. Teachers were observed coming late to school in the morning, while others were hanging around the school minding their own business and avoiding the business of the school including doing morning duties. In School 1, a few teachers were not present at school when the meeting was conducted and at some point, it seemed to the researcher that some teachers were not interested in what was going on in the meeting. There

was too much noise during the briefing meeting at School 1 coming from a certain portion of the staff, and these teachers were observed being pre-occupied with lesson plans and quite eager to leave the staffroom. The noise hampered the meeting from starting on time. The presence of the principal was not noticed because of the noise level.

The researcher observed that in Schools 2 and 4, teachers came prepared for the meeting and on time with their diaries on the table. The principals arrived five minutes before the meeting into the staffrooms to greet the staff. The principals were observed giving out the staff list register to teachers to indicate their presentism before the starting of the meeting. They had the agenda ready on the table. Engagement between the principal and teachers was evident and informative.

- Teacher accountability and participation

In Schools 2 and 4, it was observed that the managers were given the opportunity to run briefing meetings.

In School 4, the Head of Department for commerce was the one running briefing meeting for the whole week, the principal informed the researcher. Principals of the two schools provided teachers with the opportunity to get involved in the discussion of the items in the agenda. It was observed with concern that Schools 1 and 3 teachers were often at loggerheads with the management of the school and make briefing meetings unbearable to attend. The purpose of the meeting was thus not met. The unionised teachers at School 1 were observed being at odds with other teachers and antagonistically paying attention to how best their interest and opinions were carried through and with disregard for the interests and opinions of others.

The principals' management strategies during the meeting of the two schools were not in evidence; instead, it seemed like the focus of the meeting shifted from unity to division with the principal lecturing to everyone than encouraging teachers to participate or basically managing them.

- Time Management

Wahcira, Gutumu and Mbugua (2017) indicated that the school's primary purpose is to provide education. Teachers should spend time with their learners and not in meetings. Therefore, it is important to keep briefing meetings short and effective. It was observed that

in School 1, time was wasted because the unionised teachers spend most of the time disagreeing with everyone in the meeting. Time ended up overlapping with the first period and when the meeting eventually was adjourned, it did not look like the unionised teachers were bothered to hurry to class. The only people who were observed working with the principals of the two schools were the non-unionised teachers. The non-unionised teachers of these two schools comprise the temporary teachers, teachers employed by Teach SA, and teachers employed by the school who were mainly the foreign national teachers.

In School 3, time was wasted by the fact that there was no agenda to guide the meetings.

The meetings were viewed casually by the managers of the school and the teachers.

In Schools 2 and 4, principals set aside enough time to meet the teachers and this was communicated every Monday during the briefing meeting and the agenda was communicated beforehand. Late-coming was discouraged and it was evident that teachers in School 2 were all punctual; however, in School 4, one teacher was late, and the principal did not allow her to attend the meeting. This was noticed when the principal immediately reminded the teachers to send him a message or phone him in case they were running late otherwise, as he added, teachers were to remain outside when they were late for a meeting to avoid disruptions and time wastage. The two schools had a system where teachers could read the minutes of the briefing meeting immediately after the meeting was over to keep abreast of what was discussed. The briefing meetings for the two schools were adjourned on time to allow teachers a five-minute break before they reported to their classes.

- Communication

In School 1, the researcher observed that communication barriers were among factors that led to time wastage during the briefing meeting. Teachers were observed being rude and disrespectful and not paying attention during the meeting. The principal was not given much time or chance to conduct the meeting before questions could be raised. It was noticed that the principal was not allowed to give feedback or respond to questions. Some teachers in School 3 did not appreciate criticism that was heartfelt and constructive, and not directed at anyone personally, and maybe it was because the principal used generalisation instead of speaking to the offender privately.

The researcher observed that the principals of Schools 2 and 4 always spoke positively to their teachers, giving good feedback and not buying teachers' faces.

These principals acknowledged teachers' efforts in keeping unity at school and doing their best to ensure that teaching and learning happens effectively and efficiently. The principal of School 4 was observed acknowledging the success of the sport teachers and showing how their success are valued at school and by him.

- Professionalism

Whether preparing for an interview, starting your first day at work or conducting or attending a meeting, professionalism is always important. Meetings have been observed to be unsuccessful because the staff have failed to display professionalism at school (Reeves, Pelone, Harrison, Goldman & Zwarenstein, 2017). The researcher observed that the teachers in School 2 and 4 were being professional by honouring their commitment to report to meetings on time and being prepared with their diaries and agendas on the table. Both the principals and teachers were on time for briefing meetings.

In School 1, the researcher observed that two teachers were sported wearing the caps and T-shirt for the unions while others were casually clothed. In School 2, teachers were presentable. As indicated, late-coming was observed to be a problem in the two schools.

5.6.2.2 Summary of briefing meeting observation in Schools 1 to 4

The researcher set out to observe how principals manage unionised and non-unionised teachers during the briefing meetings. Even though the four schools conducted five briefing meetings every week from Monday to Friday, the researcher only observed one meeting per school. Again, the researcher identified similarities and differences after comparing the four schools.

During observation, it became apparent that there was a problem of behaviour and interaction amongst principals and teachers at School 1 and School 3. The behaviour which were observed in the two schools might affect the way in which principals manage the teachers and the effective running of the school. There was a lack of professionalism and the two principals need to start conducting meetings using formal agendas which will be in line with the process of professionalism. Because of the absence of an agenda in the two schools, managing teachers was hampered by the fact that teachers had no respect for the principals,

a behaviour that was not evident before during the observation of the staff meetings of the two schools. It was, however, noticed that at briefing meetings, a perfect place where the principals' management strategies were expected to be applicable, were, in fact, not evident. During these interactions, teachers lacked self-discipline because principals gave them room for this kind of behaviour. The presence of unions and their dominance was also felt in School 1 because the principal ignored the educational policy and its application.

Although the purpose of the observation was not on the conduct of the meetings but on the successful management of teachers by principals during interaction, the researcher could not help but notice that both teachers and managers did not give briefing meetings any priority and did not view them as important; which implies that principals need to create an environment where these meetings are viewed as important as other school meetings. In addition, management of teachers needs to be observed from the planning phase to the closure phase using the policy of education to manage these teachers.

On the other hand, at Schools 2 and 4, there was formality during engagements with teachers. Professionalism was clear in these schools where meetings were communicated, timed and managed very well by principals. Other structures of the school such as the SMT, senior teachers and grade heads were recognised and were actively involved in the management of the teachers instead of being viewed as an impediment to the effectiveness of teachers' management. The principals of these schools used the system of accountability by teachers who were not punctual during the meetings and discouraged any negative behaviour from teachers. It did not appear that principals of School 2 and 4 were encountering problems with the presence of unions; it seemed that there was a mutual understanding between the principals and the teachers, something that is still to be discovered during the interviews.

5.6.3 SMT Meeting Observation

Even though these schools had scheduled staff meeting and briefing meetings, they also had SMT meetings. A cordial relationship between the principal and the SMT is very important. The SMT comprises of the principal, the deputy principals, and the heads of department. The SMT as constituted in the SASA 84 of 1996 (RSA, 1996b) is a structure with the sole function of giving leadership and management guidance, direction, and assistance to the principal and assisting teachers in teaching and learning. Their management functions have much to do with forecasting, decision-making, planning, organising, motivation, control, coordination, and

evaluation. The researcher observed that the SMT meetings of the four schools were done with small groups comprised of only the school management team. They are the most effective way of making decisions and motivating managers. They met weekly and accomplished a great deal.

5.6.3.1 Meeting procedure

Establishing a plan and agenda for a meeting is essential to its success. It was observed that before the SMT meetings for the four schools started, the managers were prepared thoroughly because each one of them had to give a report mainly about the syllabus coverage and curriculum challenges of each of their departments. There were agendas for the meetings otherwise the meeting would have been pointless. It was also observed that the agenda was circulated beforehand to managers, this was evident because each manager had the agenda in their hands and some inside their diaries. This allowed them to prepare on time and get them more involved.

5.6.3.2 SMT preparedness

It was observed that the managers were confident to conduct the meeting because the preparation beforehand made it easier for them. Managers conducted the meetings very well without losing track of what was on the agenda. The researcher observed that all managers kept focus on the agenda and on time and all the topics on the agenda were covered. There was active participation by managers, they had a lot to discuss within a short period of time and there was consensus. The researcher observed that managers left the meeting with something valuable besides the usual ritual of upcoming dates and reminders.

5.6.3.3 Teacher accountability and participation

The researcher observed that unlike the briefing meetings, all four principals seem to be in control and managing the meetings very well.

It was noticed that the managers felt involved and participated actively in these meetings and that the principals' formal way of organising these meetings seemed to have boosted the managers' morale. It was also observed that majority of the managers were union members, but their presence was not felt like in the briefing meetings. It was noted that issues within the scope of the discussions during these meetings included curriculum, learners' behaviour management, operations, brief updates, staff wellbeing, school improvement strategies,

compliance, and strategic issues. Two principals emphasised the mission and vision and values which are critical aspects of a meeting.

In School 4, the principal was observed emphasising role rotation in management meetings. After the meeting of School 2, the principal indicated that role rotation between managers was done to up-skill all managers and allow them to take ownership of the managers' meetings. In general, principals rotated managers during meetings to share the responsibility for leadership and management dynamics and to ensure that everyone was committed and engaged in healthy dynamics as well as reducing the risk of division. Principals as chairs for the meetings were observed evaluating the meetings at the end and providing feedback to the managers to aid accountability and continuous improvement.

5.6.3.4 Time management

Time management for the four schools did not seem to be a pertinent issue during the SMT meetings. For Schools 1 and 3, the meetings took place at break for 45 minutes and for School 2 and 4, the schools utilised the first two periods from the teaching timetable. The managers' timetables were blocked for the first two periods to allow managers to gather for a meeting every Wednesday. Each period was 30 minutes, which meant that the SMT meetings for the two schools took place for an hour.

5.6.3.5 Communication

The system that was observed being used by most principals during these meetings was the listening approach. It is said that effective communication is a two-way process, bearing in mind that one learns more when they are listening than when they are speaking. In addition, people hardly open up to those they consider poor listeners (Lewis, 2019). It was observed that the principals treated every conversation or presentation by managers during the meeting as important. They were observed emphasising the concept of openness and trust and accountability action as indicated earlier.

School 2 principal asked the managers to bring to the meeting written reports on what he termed 'hot issues' as a way of ensuring openness and trust among managers. Whatever managers considered to be a 'hot issue', was added as an important issue to the agenda and the SMT was afforded an opportunity discuss it. The four meetings ended up effectively with

all managers assessing how effective the meeting had been as well as highlighting any issues or themes that might require further follow-up or clarification.

5.6.3.6 Professionalism

Bringing professionalism into the meeting in an explicit way can remedy many of those behaviours that concern principals. Behaviour and attitude make one a successful manager, and a commitment to excellence, comportment and integrity will augur well for the school (Bredeson, 2000). The researcher observed that all managers behaved professionally during the meeting. They all arrived on time, brought the proper material to the meeting and all of them paid attention to the speaker. The researcher observed that most managers dressed professionally.

5.6.3.7 Summary of SMT meeting observations in School 1 to 4

From the observations of the SMT meeting, it was concluded that all four principals had the ability to manage the discussions inside the meetings. The researcher was impressed by the way all principals applied wisdom by not disrespecting other managers and not clinging to their own positions without objectivity. All managers were given an opportunity to say something about what was discussed without the principals attempting to impose their opinion on managers. It was noted that all principals used the interactive or participatory strategy to manage the meeting and the interactions.

Another strategy that was evident in the way principals managed the managers' meeting and teachers was that they had everything prepared for their gathering; for example, they had adequate materials such as agendas and diaries. Principals made sure that they eliminated the unnecessary items on the agenda that could lead to time being wasted.

The meetings had a combination of managers who were unionised and non-unionised but the behaviour of both teachers at the meetings was good and did not hinder the progress of the meeting with unnecessary arguments. Everyone was given an opportunity to express their views.

5.6.4 Summary of Observations

Although there were some differences in terms of the teachers' affiliation and non-affiliation to unions in the four schools, there were commonalities in the management strategies and

approaches that principals displayed. The behaviour and actions of principals which were the main focus of the observation for the SMT meetings was very pleasing. Because the responsibility of making the school effective rests on the school principals' management strategies, it was worth noting that the sampled principals mainly used the interactive or participatory strategy to manage the teachers.

The focus of the interactive or participatory approach is on managing human resources; that is managing teachers first at school before managing teaching and learning. This is regarded as a core activity of school principals. If principals fail to manage teachers, as evident in the briefing meetings, the management of curriculum, that is, teaching and learning will be compromised.

The teachers at School 1 and School 3 had a problem reporting to class on time because of their dissatisfaction in the way briefing meetings were handled, thus led to teaching and learning in some classes being compromised by starting late.

Based on the theory of EI directing this study, because conflict and power struggle cannot be eliminated from the workplace, learning the appropriate management strategies in handling conflict and power struggle is important. It is safe to say from the observation of the three types of meetings, a bit of a power struggle and conflict was evident in the two schools. Management strategies are an essential skill that every principal needs to master because having two types of teachers at school with different behaviours and attitude is unavoidable. While the observation was mainly about identifying factors that can hamper principals' management strategies in managing teachers, the observation also incorporated examining the association between the theory of EI and the principals' management strategies. The theory of EI was a significant factor in all the three meetings observations.

In essence, through the researcher's observations during these meetings, the researcher concluded that good management of teachers generally depends on EI. Goleman (2006) indicated that many of the conception of leadership and management recognise the importance of emotions as a basis of influence. From the summary of the observed meetings, it was noted that indeed managers displayed some value-based emotions which were believed to influence the outcomes of the meetings and thus succeeded in managing the teachers. The staff meeting and the SMT meetings seemed to have been managed very well by all four principals because all of them used the interactive and participatory strategy. The

principals allowed managers and other members of the staff to take part in the presentation of the meeting. It was also observed that during the managers' meetings, some principals used role rotation in managing the meetings. Here what was observed was that managers and followers raised one another to higher levels of morality and motivation.

5.7 CHAPTER SUMMARY

This chapter presented the data analysis of the study on the management strategies of principals in managing unionised and non-unionised teachers in the Gauteng secondary schools in South Africa. The presentation of the data analysis began with a detailed description of the participants in the study, namely, teachers and principals and the context within which they function at schools. Data analysis was also presented per research sub-questions where the interview data emerged and was guided by the theory of EI.

In the next chapter, the findings are discussed in relation to the major concepts and ideas revealed during the literature review on the management strategies in Chapter 2 and 3. This chapter answers the research questions posed at the outset of the study. The chapter presents the recommendations that flow from the findings and the contribution of the study to the body of knowledge of educational leadership and management.

CHAPTER 6: SUMMARY OF THE STUDY FINDINGS, CONTRIBUTIONS, LIMITATIONS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

6.1 INTRODUCTION

The objective of this study was to expand our understanding on the management strategies of principals in managing unionised and non-unionised teachers in Gauteng secondary schools. This chapter presents a comprehensive discussion of the findings and the overall recommendations of this thesis. Four secondary schools were selected for the study with a combination of participants: principals and unionised and non-unionised teachers. The findings emanate from the data analysis presented in Chapter 5 which was related to the theoretical framework and the literature review on management strategies which were discussed in Chapter 3 and Chapter 4. The problem that concerned the researcher was why there were still reports about principals finding it difficult to manage teachers due to external forces even after they had been trained on many different management styles. The study presented findings collected from the three methods of data collection: individual interviews, focus-group interviews and observation of meetings. The findings were based on the four research sub-questions from the individual interviews and focus-group interviews. Although there was no question on participants' understanding of the management strategies and a question on emotional intelligence, during probing sessions, participants touched a lot on management strategies and the emotional intelligence which made the greatest contribution to the management of teachers by principals. The study also presented findings from observation of meetings. These findings addressed all the research questions. The theory of EI was also employed to support the findings. The chapter also considers the contribution of the study to the body of the knowledge on education management and leadership learning and makes several recommendations based on the findings.

6.2 DISCUSSION OF THE FINDINGS: INDIVIDUAL INTERVIEWS

three major themes emerged from the individual interviews. Each theme was further divided into sub-themes, all describing the most pertinent issues regarding the management strategies of principals.

6.2.1 Research Sub-Question 1

What are the strategies of principals in managing unionised and non-unionised teachers at school?

Two themes arose from research Sub-Question 1. Theme 1: the principals' management strategies and Theme 4: Data-driven decision-making strategy. The findings for both themes are summarised below.

Theme 1: Principals' management strategies and Theme 2: Data-driven decision-making strategy

Participants generally indicated their understanding of the concepts of management strategies which clearly showed how well they understood what the study was about. The distinction between management style and strategies was also made. A similar distinction was also made by some participants where the management styles were considered inappropriate when applied to managing teachers. A number of comments describing that participants were somehow not comfortable in their posts as principals was also captured during the analysis stage.

The application of own management strategies was found to vary between participants who used the interactive or participatory strategy, the instrumental strategy of the data-driven decision-making strategy for managing both unionised and non-unionised teachers. Participants reported that interactive and participatory strategies allowed every teacher at school to have a say in school matters. None of the participants mentioned other management styles as important and they discounted their application in managing teachers. In their experience, these styles of management were challenged by teacher unions and were considered to favour the non-unionised teachers.

Participants experienced and perceived their own strategies in a positive light as it made interaction between the staff possible through information and communication. They reported that their strategies eliminated a lack of social interaction with their teachers and built trust, particularly with unionised teachers. They noted the growing importance and potential of applying the instrumental strategy in managing teachers. From the interview data, it became apparent that participants perceived their strategies as making a significant contribution to how principals approach interaction with teachers. Their strategies also helped them to

motivate and mobilise teachers as resources which will lead them to achieving the common goal of successfully managing the school.

It is clear from the collected data that participants saw a problem in the way decision-making was done as a way of managing teachers. Another prominent dimension which emerged from the collected data and analysis is the use of data-driven decision-making strategy to manage teachers. Participants highlighted that clear, well-thought-out decision-making should be based on data other than a 'gut feeling'. They reported the need to apply data in decision-making rather than relying on hearsay. By this, they meant using technology to record teachers' performance and conduct and using such information to guide and support teachers.

This interesting and important strategy serves as a value addition to what had been pointed out by international researchers such as Schildkamp and Kuiper (2010), Lai and McNaughton (2013), Downey and Kelly (2013) and South African researchers, Archer, Scherman and Howie (2013), as a major strategy to support instructional and managerial improvement and learner achievement. These researchers were in agreement that decisions based on data can guide school managers to make accurate decisions and to improve teacher management and learner performance. Principals can have access to data about what teachers are doing in class as a way of managing them (Neumerski, Grissom, Goldring, Rubin, Cannata, Schuermann, & Drake, 2018). Participants reported that they used a wide range of interventions to help improve teachers' capacity to engage in school decision-making. They posited that while previously principals would manage teachers through instructions received from heads of department, by using a data-driven strategy, they could use and interpret data to inform their planning and management role.

In the context of this study, the management strategies which featured strongly as presented in Chapter 5 suggested that management that includes a group of people with a shared interest works best. All stakeholders can jointly work on improving practice, hence the interactive or participatory strategies. Participants reported that it was important for principals to get to know their teachers and get them involved in decision-making.

They believed that management could be effective if principals did not isolate themselves from the teaching staff and act unilaterally.

6.2.2 Research Sub-Question 3

What are the challenges associated with the management of unionised and non-unionised teachers?

Two themes addressed research Sub-Question 3: Theme 2: External forces and Theme 3: Management Philosophy. The findings for both themes are summarised below.

6.2.2.1 Theme 2: External forces and Theme 3: Management philosophy

Participants reported that the pressure from external forces which they considered to be exerting pressure to teachers in the school is taking a toll and it hampers their effort to manage teachers. Considering that the principals' primary role is to manage the school and teachers and respond to the challenges that affect teaching and learning, such challenges can be eliminated by applying the principles of management, namely, planning, organising, controlling, coordinating and decision-making (Smith, Cronje, Brevis & Vrba, 2011) which essential to the day-to-day realities of running a school.

Generally, principals viewed teachers who are unionised as having power to disrupt the management of teachers inside the school. From their perception, the influence seemed to emanate from the mother body of the powerful teacher union (SADTU) which they saw as an external force because it operated from outside the school. In addition to this view, they believed that teacher unions used their power with teachers from within the school to cause disruption and division between teachers and principals. While principals felt they should be able to use their own strategies to achieve goals and objectives emanating from a coherent plan of action, teacher unions were working hard to ensure that such strategic management is not implemented by teachers.

Some non-unionised participants indicated that because the mother body of teacher union had a say in the way teachers behave at school, unionised teachers within the school chose to do ignore what the principals expected them to do. They agreed that principals did their best to provide teachers with a clear set of guidelines for their daily actions but as Hargreaves and O'Connor (2018) posited, being a teacher is about making choices on what to do or not do; therefore, teachers should stop accepting wrong advice from their unions or better still, they should join a teacher union that would support the strategic management plans of principals.

In essence, principals reported that they came up with coping mechanisms because they were accountable to whatever happens at school, despite the opposition they received from unionised teachers. They further indicated that they drew strength from the cooperation received from teachers who are not unionised.

Principals identified alternative courses of action for achieving the objectives of the school. They mentioned that they used the available and willing human resources and applied a consultative strategy to manage them. This involved analysing the threats that were caused by teacher unions at school and curbing them by allocating responsibilities to teachers who were not unionised and to willing unionised teachers to ensure the accomplishment of goals. They also involved them in decision-making in school matters, an idea that was corroborated by the findings indicated by Robinson et al (2008) about the use of human resources in an organisation to implement strategic management.

In addition to their experience and perception of viewing teacher unions as external forces preventing them from fulfilling their role as managers, a number of participants reported that because managing included having meetings with teachers as a way of directing them in their own roles, they had to pay attention to teachers who were cooperative and avoided conflict or confrontation with other teachers who are not cooperative. Studies by Stevenson et al. (2018), Bascia and Stevenson (2017) and Schleicher (2016) reported that the backbone of all the management functions is to be able to organise teachers to do their duties and also meet teachers' needs. Participants reported that they made efforts to meet teachers' needs, particularly their professional needs, as it was indicated in the interviews that some union members lacked the skills, competency and expertise to meet their job requirements.

About the management philosophy which emerged as theme 3, participants reported that the lack of a defined management philosophy was the main reason for poor management of teachers. They indicated that perhaps it might be better for principals to use other members of the staff to help in combating the power struggles between management and teacher unions or even with teachers generally. They were of the view that the use of senior teachers and other trusted teachers could help principals to manage the teachers better because the friction, the communication breakdown and the daily conflicts were actually exhausting to both principals and non-unionised teachers. They proposed working with an engaged and inspired team such as the heads of departments and senior teachers which would perform at a high level. They perceived this change as a positive management experience because they

believed that one's best effort should be put forth at all times and that everyone should take responsibility for their actions which would create a positive and encouraging environment. This finding corroborates the finding by Walker (2015) where she dealt with organisational behaviour that challenges managers' authority. Walker (2015) cautioned about assigning management work which she believed should be a thoughtful process that balanced business goals with an individual's interests, skills and development needs.

Participants reported the need to delegate powers of management to the SMT and senior teachers. They reported this together with the division of work which contributed immensely to the accomplishment of their own management strategies. They indicated that the inability and inexperience to address the power struggle between them and teacher unions forced them to divide the management responsibility. Harris and Raviv (2010) and Snook and Whittall (2013) affirmed that the process of delegation is an arduous task as it has to do with a journey of continuous learning and self-development on the part of the person to whom the duty has been delegated. They indicated that managers would have to be accountable because if things did not turn out as expected, this could have serious consequences for both the manager and the organisation. Participants reported that they took cognizance that these members of the staff could not be left to their own devices, expecting them to master the art of management on their own because the teacher's work and managerial work were worlds apart.

Participants saw lack of responsibility and failure to motivate staff as another challenge that made the role of principals very challenging. This ties in with the above paragraph.

In the light of division of work and the power struggle between teacher unions and principals, participants stated that they had often taken an adversarial approach to doing their work. They stated that principals were very good at recruiting or delegating work to other staff members but they failed to establish the vision and the goals of the school, set priorities or align the capabilities of the teachers with the assigned roles; or to coach them towards higher performance. They added that because trust was an issue in the relationship between themselves and teachers, principals encountered problems even at times when teachers meant well.

Principals pointed out that they had made mistakes by giving preference to the non-unionised teachers while their coaching and motivation of unionised teachers was limited because they

wanted to avoid confrontation. This then led to another part of the challenge where they reported that they needed assistance, which was managing crises. Participants view managing crises as the role of every manager. The understanding of crisis management based on the participants' responses was to make sure that they provided for teachers' needs to avoid teacher unions from starting trouble at school.

They viewed anticipating a crisis before it actually arose as the best way of managing the crisis. The findings showed that crises at school were often caused by something internally; in this case, it was caused by teacher unions. Another contribution to their understanding of crisis management was that due to the severity of crises at schools that they had observed during their years as teachers, it was important to be proactive. In support of this, they indicated that meeting teachers' needs and good communication and giving feedback were aspects of such plans. Supported by Oredein (2010), principals need good decision-making skills to manage crises.

6.2.3. Research Sub-Question 4

How can the management roles of principals be understood using their social-psychological context defined by the theory of EI? Theme 5 addressed research Sub-Question 4.

6.2.3.1 Theme 5: The principals' personal and professional development

In the matter of principals to be emotionally intelligence, participants reported that high proportion of principals fail to manage teachers because they still need to develop personally and professionally. They indicated the importance of principals to be emotionally intelligence as that will help them face certain stressful situations which their actions can impact teachers' performance and their wellbeing. As part of their development and as a factor that contributes positively to their relationships with their teachers, -being emotionally intelligence will help deal with the new challenges that come with the problematic group of teachers such as teachers who are unions members. In the same vein, being emotionally intelligence has been acknowledged by participant as a vital determinant of how principals could build a relationship with teachers; a relationship that is based on trust and teamwork. This finding corroborates that of Bypath (2007), Berkovich and Eyal (2017), and Cai (2011) who found that the EI of the principal is essential in the leadership and management of a functional school.

However, this must be seen in the light of both the principals' personal and professional development but not a one-side development.

Participants indicated that self-management is crucial as a principal; that one's success is determined by the ability to manage one's internal states. They view the principals' role as one that requires an adventure attitude, courage, and the use of self-confidence. Participants identified personal development as having made the greatest contribution to their experiences and perceptions of their own management role. This finding is backed by Goleman et al. (2013) who links and define self-management to personal development because both deal with growth and expansion and need an attitude for its success. According to Goleman et al. (2013), to function well as a manager and a leader requires that the competencies such as emotional self-control, transparency, adaptability, achievement, initiative, and optimism be evident in their lives personally and professionally.

Regarding professional development, participants reported that when principals are developed in the role they play as managers they will be able to show their moral purpose as principals to the teachers and learners. They emphasised the need for professional development which they tie with EI because in their view being emotionally intelligent helps principals to create more connected and motivated teams. Division at school seems to be the problem where participants reported that principals lack the ability to inspire teachers to work together as a team, they reported the need for principals to be trained because of lack of personal integrity, communication skills and comfort with building relationships. The appropriateness of professional development in management of teachers at school is corroborated here by Blandford (2012) who indicated that while professional development of managers and leaders is seen as an essential mechanism for enhancing teacher management, it also fulfilling its promise as a mechanism for improving teaching and learning decreases lack of influence of individual teacher.

Data analysis revealed that there are problems in the relationship that principals have with teachers in general. Participants' responses indicated that they saw the value of emotional intelligence in their management role. Participants indicated that at some point it is a preconceived idea about teacher unions that makes difficult to build a relationship with their teachers. The analysis provided a holistic understanding of the difficulties of managing teachers who are unionised. In addition, the analysis provided a useful insight that it is not that generally teachers who are unionised are very difficult teachers to manage but that the

attitudes of principals towards these teachers have also contributed to the lack of implementation of proper strategies to manage them. Goleman (1995) indicated that EI helps managers and leaders to manage feelings so that they are expressed appropriately and enabling people to work together smoothly towards a common goal.

Participants expressed their bitter concerns with how principals lack control of their emotions, behaviour, and communication. In the same breath, they acknowledged how they need to have an increase empathy towards their teachers, particularly unionised teachers. They perceive, from their previous experience as teachers, managers with high EI to have a good understanding of their own emotional states, which allows them to gauge the emotions of others more accurately. As a resolution, they sought to treat every teacher with understanding and show empathy as this empathy places them in teachers' shoes and thus leading to more thoughtful and deliberate decisions.

6.3 SUMMARY OF FOCUS-GROUP FINDINGS

Four major themes emerged from the focus-group interviews which respond to research Sub-Question 3 largely "What are the experiences and perceptions of teachers regarding the management strategies of principals on unionised and non-unionised teachers?" and a bit of research sub-questions one, two and four were also covered. These findings form the bases for the study. The findings are summarised below according to the themes.

6.3.1 The Personal Characteristics of the Principals

Some points raised by participants during the individual interview data analysis complete most of the findings on this section particularly the behaviour and conduct of principals which gets on the way of them doing their managerial role effectively. Participants reported that building a relationship based on trust happens over time. While participants believe that principals need to be emotionally intelligence, they believe also that they key factors affecting the management of teachers include the principals' personal characteristics which again, could be tied to the need to develop EI. Majority of participants strengthen the fact that principals are unapproachable and lack humility. They further stated that principals have no right to blame teacher unions for behaving in the manner in which they do because they also have been observed putting on the same behaviour which they accused teacher unions off.

The overwhelming majority of participants' general views, both unionised and non-unionised, on the principals' personal characters stems around the mistrust existing between teachers and principals. principals are accused of running a one-man show; that principals must know that they cannot manage the school or teachers alone and in addition, that there are great and committed teachers in schools. They also stated that principals had to be aware of their own emotions and control them as some principals are arrogant and overconfident.

Participants reported that as part of the strategy to manage teachers, principals must employ wisdom in who to trust as well as providing training to gain trust from teachers. in their opinion, aspects such as trust and decision-making have not been dealt with thoroughly during the principals training if there have been training before. A study conducted by Bryk and Schneider (2002) emphasised the formation of trust in an organisation such as schools. These researchers found that the right way of managing teachers is through forming trust with them; that though it requires extensive consensus between the two parties, but once trust is built, it results in a strong bond and attainment of shared goals.

Participants cited the principals' lack of commitment to their managerial work, and with that they reported that principals have no interest in teachers' work but very quick in passing judgement. They would like to see principals supporting teachers by encouraging them to continually learn, develop and most importantly becoming leaders and managers themselves. They spoke of the existence of self-confidence and self-management as important in every principal before management of teachers can be applied.

6.3.2 Providing Coaching, Mentoring and Induction for Principals

Participants displayed a marginal understanding of the importance of training, mentoring and induction of principals before they resume with their managerial posts. They emphasised this importance from their experience and perspective of principals' management strategies which to some extent contradicts their own expectations of how they prefer to be managed at school. They indicated that principals mentoring, and induction is not a new thing or a new idea. According to participants in this study, the DoE is to be blamed for sending principals to schools before they can prepare them through training. To participants, the principle that underpins the management role has to do with training unfortunately the mentoring and induction received by most principals is inconsistent and suffers from some severe limitations.

Participants perceive their interaction with principals as lacking something very important which is the bond. They see managerial role and managing teachers as a very essential task and because it includes setting out of visions and missions of the school, it will need proper induction and constant mentoring. They are convinced that one-day leadership training cannot add value to or have an impact on the principals' roles. They report that mentoring and coaching of managers and leaders is not learned in one workshop, for it to make a positive impact it should not be practiced in isolation. To participants, the three trainings they proposed will leave principals knowledgeable because it enhances management of teachers and decreases the rift that may exist between teachers and principals.

6.3.3 Ensuring an Orderly and Supporting Environment by Teacher Unions

Diverse views on the principals' strategies to manage unionised teachers and ensure an orderly and supportive environment were given. The blame is directed to principals for an unequal treatment of teachers particularly in observing teaching and learning and also in doing unexpected visit to teachers' classes. They view principals as the instigator of trouble because they visit unionised teachers to find faults. This led to a discouragement on the side of teachers and the development of negative attitude towards principals. There is a great concern from participants particularly unionised teachers regarding the continued inclusion of SMT, SGB and non-unionised teachers in decision-making of the school and the special treatment they received from the principals.

On the contrary, there was a great sense of appreciation from the non-unionised teachers' responses, the way principals put more effort to unite all staff members in totality. Participants valued an inclusion into school matters and valued the wider exposure to and the perspective on principals as managers. They see principals as playing a pivotal role in ensuring the implementation of high-quality education and provides the vital lines of communication between teachers, both unionised and non-unionised and the management of the school. As mentioned in Chapter 5, many participants commented on the lack of support from unionised teachers to the principal and management of the school. They stated that while the principals' role at school is to give support and require accountability from their teachers, all teachers on the other hand must execute their duties with due priority being given to the areas where principals are mostly battling, which is the management of unionised teachers.

Participants believed that principals used authority and suppression as a strategy to manage unionised teachers. They are convinced that principals use different strategies in different context. They have experienced this through direct engagement with principals and they felt that the varying strategies or approach by principals has let the situation of managing teachers to be worse and unenjoyable for principals. In the social dimension, participants had established a better interpersonal relationship with the SMT, who are their immediate superiors than with principals. Issues such as lack of direct instruction and control were some of the constructs that affected a strong management of teachers by principals.

This finding is speaking directly to the issue of the link between management and instructional role of principals as alluded by Blase and Blase (2000) that there is a strong relationship with the way principals manage teachers through instruction and control. This is also corroborated by Bush and Heystek (2006), Mncube (2009) and Bush and Glover (2014) who posited that the most significant mistake that principals make include ineffective human relations and failure to manage and lack of knowledge about instruction and control orientation. It was interesting to note that participants reported during the interaction the need and the value for leaders and managers in education to be instructional leaders. They also assigned a great value to the fact that principals have considered collaborative and distributed decision-making, the challenging part is that such decision-making opportunity is not given to all teachers at school but to certain types of teachers.

6.3.4 Strong Interplay between Principals and Teacher Unions

About the interplay between principals and teacher unions, participants identified a number of issues as having made the greatest contribution into the feud that the two parties have endured all this while. This included lack of good communication between the principal and unionised teachers, the principals' lack of wisdom and tenacity to resolve conflicts between unionised and non-unionised teachers. there is a delineate of roles between teachers which was brought by lack of trust, and exclusion from decision-making as stakeholders in the schools. These issues have been mentioned here in the previous chapters and also in some parts of this section. However, it must be re-iterated that participants perceived principals taking the management role with quite a variety of constraints such as personal and professional constraints a fact confirmed by research. Wieczorek and Manard (2018) indicated that most effective principals know how to delegate authority to maintain a healthy work-life balance but novice principals are likely to be overwhelmed due to special education

requirements because they are not armed with both legal knowledge and empathy, they do not know how to use their power and creativity to retain their best teachers and know how to communicate openly with the staff members.

Much has been said by participants about the novice or new principals, however it is key to note at this point that participants reported that even though they have been led and managed by well-experienced principals, they have experienced and perceived teacher unions' relationship with principals as uncordial and characterised by an aggressive behaviour from the principals. Clarke and Wildy (2004), Cowie (2008), and Nelson, de la Colina and Boone (2008) indicated that principals face many managerial and leadership as they navigate into their new roles. first, educational duties involving overseeing the general educational demands of a school and staying aware of the challenges emanating from teacher unions. In addition to those challenges, principals must also manage teachers to enforce positive relationships.

During the interaction of the four groups, it was also noted from the participants' responses that dealing with frustrated or unhappy unionised teachers who may try to undermine principals' leadership and management skills is another big issue that makes management of teachers daunting for principals. Amid all these duties, Principals are not perceived by participants as doing much to maintain their own sanity by creating a positive work-life balance.

6.4 CONTRIBUTION OF THE STUDY

The contribution of the main research findings to literature and the body of knowledge is divided into three separated and interrelated parts, namely (1) The importance of management of teachers during school meeting (teachers respect and cooperate with functional principals). (2) the theory of EI played an important role in both the personal and professional experience and perceptions of the principals, and (3) the importance of the relationship between the management strategies of principals and the interpersonal relationship with their teachers that is defined by the fulfilment of emotional and work needs. These aspects are discussed in detail in the section below:

6.4.1 The Importance of Management of Teachers During School Meetings

The findings drawn from the meetings observation has made very clear the importance of management of teachers which needs to be extended to the staff gathering such as staff meetings, briefings and SMT meetings. Reflecting on the way in which principals managed teachers during these meetings, we can understand the positive impact principals' strategies had on teacher management. Factors that contributed to teacher management during meetings involved an active interaction between teachers and principals which was based on mutual respect and respect of authority. These factors were evident during the observations of functional schools.

The main factor that was observed to have had a huge impact is when teachers were allowed the platform to contribute on matters that were affecting them particularly matters that had to do with the unequal treatment of teachers by principals. Because the main research sub-question was about the strategies employed by principals to manage types of teachers at school, the findings showed that in some schools, management of teachers was made difficult by the teacher unions. The researcher finds it important to indicate that the perception and experience of teacher unions is that principals are managing under a preconceived idea about teacher unions than principals' own discovery of teachers' unions' conduct. Despite good intentions and good investment of efforts from teacher union members, these efforts have been found to be ineffective and unstable by principals and these have made management of teachers during meetings to be difficult.

On the other hand, the study succeeded in showing a paradigm shift in the management of teachers using the previously suggested model or styles and bring further implications of the formulation of management strategies to support principals in managing teachers that are unionised and non-unionised. The new strategies proved to have some limitations as well because factors such as mistrust on unionised teachers prohibit effective implementation of new strategies employed by principals to manage all teachers but non-unionised teachers. In support of the importance of the relationship between principals and teacher unions, (Rubinstein & McCarthy, 2014) looked deeper into the patterns of collaboration that exist between teachers who are unionised and managers at school. Rubinstein and McCarthy (2014) concluded that patterns of communication and collaboration and teacher participation in decision-making that exist between teacher unions and principals does affect teacher

management. These patterns are some of the issues that needed to be considered imperative if principals are to win in managing types of teachers at school.

Out of four schools, findings of the two schools reflected to some extent the importance of the inclusion of every teacher in matters regarding the school.

The findings placed a strong emphasis on using teachers' experiences and perception of the principals' management strategies to ensure the effectiveness of teacher management during meetings. These observation findings were making great effort in looking at the trend in how principals managed teachers during meetings, the researcher paid particular interest to the way teachers worked with each other and how unionised teachers worked with principals.

Furthermore, the study shed light on the impact that lack of collaboration can have on teacher management. It was appreciated by participants in a focus group that some principals have found a different path, the one that focused on teachers needs and trust so they can build a strong relationship that will focus on collaboration among all teachers.

6.4.2 Management Role through Emotional Intelligence, Wisdom, and Tenacity

In terms of the theory of EI, findings from the individual interview with principals reflected on the importance of managers to be emotionally intelligent and manage teachers with wisdom. They continued to see the value of working together as the staff and sharing the same feeling on matters that concern teachers. Findings from the collected data has associated challenges regarding teacher management as emanating from both principals and teacher unions. The danger of not understanding and appreciating teachers when they must, has led to teachers thinking that principals do not care about teachers' wellbeing and then become difficult teachers to manage. In Chapter 3 of this study, the researcher gave a detailed description of what EI is and emphasised the types of EI which one of it is called emotion management (Goleman, 1995). According to the theory of EI, Individuals with an emotion management can manage the emotions of themselves and others (Salovey et al., 2009).

This theory posits that individuals with emotional management understands that people who are happy are more likely to be willing to attend to their duties and responsibilities and able to work in team than in isolation. Our findings showed that most unionised teachers are not happy at work and therefore are not happy to perform their duties as teachers. Participants reported that teachers are struggling with a couple of issues and what makes matters worse

is when principals do not recognise or realise that teachers are battling at work, either with work-related issues or personal issues, and because of the above, it was then fair to assume that teacher unions cannot be completely blamed for lack of teacher management by principals but that principals also take part of the blame by not using wisdom and tenacity to manage teachers.

According to Faltas (2017), managers who are not emotionally intelligent may not recognise that their subordinates are different in behaviour and attitude and therefore treat them in one-dimensional terms, for example, they may treat them as teacher unions than as teachers. Teachers are profoundly different, there are unionised and non-unionised teachers at school. In South Africa, we need to be a country that is entrenched in an education system that is sympathetic to their fellow teachers, treating them as separate individuals. It is believed that once managers combine intelligence with wisdom and tenacity, they develop an ability, awareness, and skill to know, recognise and understand feelings, moods and emotions and use them in an adaptive way (Faltas, 2017).

Findings indicated that principals use more emotions words when addressing and interacting with teachers who are not unionised. It has been reported by teachers who are unionised that principals are expressing a high-intensity positive emotion when addressing teachers who are not unionised, they tend to manage and guide the emotions of themselves, they are better at emotional attention and empathetic than when they are addressing unionised teachers.

What the results of this study, with its focus on the management strategies of principals in managing unionised and non-unionised teachers, shows, are the challenges and barriers to effective teacher management present in the use of new strategies as opposed to the old styles or models of management. This study then shows that a part in Goleman (1995) theory of EI, the self-Awareness can play an important role in both teachers and managers' work-life in a sense that it is a conscious knowledge of one's character and feelings. Goleman (1995) describes self-awareness as knowing one's internal states, preference, resources, and intuitions. This process is important in situations where human resources are concerned. The findings of the study have let the researcher to believe that while the bigger question of this study was to understand how principals manage human resources at school, and what strategies they employed, the answer is basically about emotion checks. And from the reported data, the researcher gathered that the challenge is the emotions of both the teachers and principals that were not in check, and this means, the self-awareness process, which the

study considered to be the key component of EI was not fully laid as the foundation of the management role. The study does not discredit other part of EI but considered lack of self-awareness as the driving force to difficulties that both teachers and principals have experience. The study considers lack of self-awareness to likely be the void or gap in the success of the most schools, both in performance and in management. Fiori and Vesely-Maillefer (2018) stated that persons who are aware of themselves and their actions should be able to focus more specifically on the ability and the capacity to successfully advance and specialise in their roles and functions within the organisation. Both teachers and managers can benefit from this theory. Teachers to become better subordinates and principals to become better managers by increasing their self-awareness and understanding of others.

6.4.3 The Importance of Relationships

The importance of the interpersonal relationship between the principals and the teachers was defined by the fulfilment of emotional and work needs. The study emphasised that school principals must be the central educating figures who cannot function effectively without a planned action; hence, the managerial strategies must be employed to ensure a working relationship between teachers and principals. Principals must ensure that these strategies are adhered to in a collective and in a holistic manner, so it attains school effectiveness.

Findings from this study strongly confirmed the importance of identifying the correct strategies in managing teachers that are unionised and non-unionised. The greatest challenge identified from the data collected through focus group signifies that managing teachers that are unionised and non-unionised cannot just be a one size fit all. The barrier identified by participants is that too often principals take a simple and a naïve approach which makes them to discriminate against teacher unions than having to treat every teacher as equal and important regardless of their affiliations.

Strategies that principals came up with, in some instances, failed them because they exposed their lack of skills in managing different types of teachers at school. This means that teachers are also not comfortable being led by principals with limited knowledge and experience of dealing with the complexity that comes with managing various teachers. In addition, participants' experiences, and perceptions of the self-identified and implemented strategies by principals is that these strategies failed to gain support from all teachers at school. That is, principals seemed reluctant to embrace changes in their management of teachers. One of

the important keys to note when managing teachers is that the management role in education is a complex process that defies simple approaches. It needs a well-designed and well-executed system and process (Erasmus & Schenk, 2008).

In terms of interpersonal relationships between teachers and principals, principals were perceived by participants to have a negative attitude towards teacher unions and this was a barrier to participative school management. The greatest barrier identified here was that principals lacked interpersonal skills. The theory of EI used in this study addressed how managers ought to behave to build an effective support structure at school. Some of such skills include awareness of self and others, caring about people, collaboration and working well together with others, comforting people when they need it, clear communication skills, conflict management and resolution skills and constructive feedback and ways in which people can improve. Mencl, Wefald and Van Ittersum (2018) confirmed this by emphasising that interpersonal skills are considered very important in the management of various teachers at school because these are skills required to effectively communicate, interact, and work with individuals and groups. In addition, those with good interpersonal skills are strong verbal and non-verbal communicators and are often considered to be good with people.

The researcher hopes that this study has helped to provide relevant information on the importance of using proper strategies for the management of teachers to improve the relationship between teachers and principals. The main model emphasised here is the 'all teacher inclusion' strategy which has proven to be working particularly during the meetings of functional schools. The researcher gathered from the observation data that some principals decided that the inclusion of all teachers gave them an excessive right to dictate school matters. During data collection, it was noted that principals seemed to be paying close attention to their behaviour and also how the teachers perceived or reacted to their behaviour especially when they were in situations like staff meetings involving discussions, emotions, decisions and human interaction.

Undoubtedly, there is a wide range of management styles and strategies used in South Africa, and principals are more aware than ever before of all these strategies, but the most important is a strategy that could assist with the management of unionised and non-unionised teachers.

The existence of the type of a strategy that will accommodate the two types of teachers at school has not been commonly discussed by previous researchers, and as contended by Lomotey (2019) and Mestry and Schmidt (2012).

6.5 LIMITATIONS

The main reason for choosing qualitative research was to develop an in-depth understanding of the phenomenon. The researcher discovered that due to a minimal number of teachers who are not unionised, some aspects of the study were not fully and properly covered. The researcher extended questions quite often in order to gain more responses from the sampled participants. In South Africa, the majority of teachers are affiliated to unions, with most of them, particularly black African teachers, are affiliated to SADTU; therefore, sampling willing teachers who were not affiliated to unions was a bit of a challenge for this study. Nevertheless, the study sampled those who were willing. For this reason, and because of the small number of participants sampled, the researcher does not make any claims for generalising the findings of this study.

6.6 CONCLUSIONS

Due to lack empirical research on proper management strategies to manage two types of teachers found at school, one of the purposes of this study was to gather data on which strategies principals have been using to manage unionised and non-unionised teachers at school. From the findings, it appears that the principal participants sampled for this study have not used the styles and models of managing teachers that were proposed by previous researchers but have formulated their own strategies. Most of these formulated strategies, as the researcher gathered, have left a huge gap regarding the way in which principals interact and relate to teachers. In addition, some of those strategies were used as combined strategies, old and new, but have created an even bigger void because principals were accused of favouritism, where teachers who were not unionised received better treatment from principals as opposed to unionised teachers. Based on the above consequences, principals are still experiencing a serious problem with managing unionised and non-unionised teachers. During the interactive sessions in meetings between teachers and principals, the researcher observed that some of these principals opted to use interactive and participatory methods. These methods were suggested previously for principals to implement

in managing teachers, so it can be concluded that the old system of managing teachers was not completely useless as was indicated by principal participants.

In Chapter 2 of this study, the literature reviewed widely acknowledge that principals have an impact on the schools they lead and manage (Mestry, 2017). Numerous international studies confirmed that school managers have an influence on both learners and the staff (Gurr, Drysdale, Swann & Doherty, 2005; Gentilucci & Muto, 2007; Hallinger & Huber, 2012; Waxman, Boriack, Lee & MacNell, 2013). The importance of the management role and strategies have been recognised worldwide, where studies have also shown the importance of management practices to be taught at tertiary levels to equip teachers who are planning to become leaders and managers at some point in their lives. Bush, Bell and Middlewood (2019) and Sanzo, Sherman and Clayton (2011) emphasised that these courses are imperative and considered as the key to professional development. This means that there is a huge interest both nationally and internationally to teach and develop managers and teachers to minimise challenges experienced by principals when they resume their management duties. Professional and personal development were some of the challenges that the findings of this study indicated.

Changing the principals' perspective on the management of teachers who are unionised and non-unionised is important, and the teachers' perspective on the principals' management role needs to change (Medina, Martinez & Murakami, 2014). The principals' perspective and their influence on trust between teachers and managers have been seen as having the greatest impact on the management of teachers (Shelden, Angell, Stoner, & Roseland, 2010). Because of the growing interest in introducing and developing courses offered at tertiary level, there is hope that future principals will have less to deal with at school particularly with regard to human resources. Sharing these sentiments, Orphanos and Orr (2014) stated that there has to be learning and teachings that contribute significantly to the betterment of school leaders and managers; hopefully, this will contribute to the relationship that principals have with their teachers.

Below is a brief breakdown of each chapter in the study.

Chapter 2 gave a comprehensive discussion of the literature on issues and challenges of managing teachers, while the foundation of this study was to understand the management strategies that principals used to manage unionised and non-unionised teachers, a critical

review was provided of the usefulness of the previously suggested management models, the distinction between management styles and management strategies, what the concept management means etc. This chapter also reviewed the literature on the ideal strategies which principals could use to manage human resource at school. Because the study involved teacher unions, the trade unions for the teaching profession were also described. Bloomer (2005) and Loveless (2011) describe teacher unionism as applied in the field of education as an art of protecting and supporting the rights of teachers and staff within the school. The study highlighted the concept of teachers' rights.

The theoretical framework in Chapter 3, was an extension of the literature review. The theory of EI was defined as deals with the emotions, feelings, attitudes and behaviour of a manager with regard to managing human resources. The chapter continued to expand on the importance of EI theory and how it can be implemented to successfully help managers in organisations.

The researcher was satisfied with her choice of the qualitative research approach and the data collection tools of meeting observations, individual and focus-group interviews which provided sufficient data to form the basis for the analysis of the captured data. All these were explained in Chapter 4 of this study.

Chapter 5 presented the findings and the analysis. A description of the participants was provided, data was analysed and presented according to the methods, namely, the individual and focus-group interviews and the observations. Chapter 5 presented the findings of the study on the experiences and perceptions of both teachers and principals on the management strategies of principals in managing unionised and non-unionised teachers.

6.7 RECOMMENDATIONS

As found in this study, teaching and learning is what the school is all about and the attainment of effective teaching and learning is through the combined input and efforts of school stakeholders, particularly teachers and managers. For teachers to work effectively to achieve the desired performance, principals must work to establish proper strategies in managing different kinds of teachers at school. Hence, the following recommendations for the various stakeholders and for further studies are made.

The findings of this study in relation to the management strategies of principals in managing unionised and non-unionised teachers, point to the need for the DBE must improve the provision of regular training and workshops for principals on how to lead schools and manage diverse teachers. Both new and experienced principals continue to commit errors in their management roles which continually cause a rift between principals and teachers who are unionised. There is a request from the teachers for the DBE to give regular and in-depth training and for principals to be held accountable if found violating and even neglecting to implement the teachings received during the training.

As found in the study, both unionised and non-unionised teachers accused principals of using favouritism, and there was a lack of trust which hampered the effective operation of the school. It is therefore recommended that, as a matter of policy, principals should adopt and implement the interactive and participatory management strategies which have been proven to eliminate favouritism as indicated in School 2 and School 4 during the meetings. Principals of these two schools created and used strategies to allow teachers to freely participate and interact in the school decision-making matters. It was also observed that these principals supported collaborative efforts amongst teachers and managers.

For the school to achieve the desired goal, there has to be unity. It was found that the strategies that most principals were using to manage teachers showed some problems between the two types of teachers and principals, and that it also created animosity between teachers. It is recommended that principals should ensure that their approach considers all members as important and that they all matter. Principals are encouraged to solicit input and collaborate with teachers to bring about change in the way unionised teachers and principals have been treating each other.

The study has indicated that concepts such as charisma, commitment, transformation, democracy, hard work and mentoring describe an effective manager's characteristics. These characteristics were not always evident. Therefore, principals are advised to display a flexible behaviour and attitude, which emphasises that it is acceptable to have authority over teachers and still be nurturing, trustworthy and having a vision for the future that can be accepted by all teachers.

Emotionally intelligent, personal, and professional development. School management is a demanding role requiring principals to demonstrated numerous essential skills.

One such important skill is for principals to be emotionally intelligent and consistently seek to develop and improve in their role. It is recommended that principals should show evidence of ongoing professional growth. They must also be able to provide each teacher with the support they deserve, and in return they too will be supported in their effort to improve their management role. Based on the study, this effort is recommended to the principals as a powerful way for them to demonstrate proactive management of the complexity of human interactions and relationships in schools.

6.8 SUGGESTIONS FOR FURTHER STUDIES

The researcher posits that there are a number of articles that could be extracted from the study.

- A study could be conducted from multiple perspectives to measure and determine the importance of teacher unions in teaching and learning in the South African context.
- A study on the importance of stakeholders' collaboration in school management.
- A study could be conducted to assess teachers' perceptions and experiences of learners and parents regarding the influence made by teacher unions at school.
- A study on comparing and contrasting teachers' perceptions and experiences of teaching at a highly unionised and non-unionised schools.
- A study of the relationship between school management team and unionised and non-unionised teachers within the school could be carried out.
- A study on factors that prevent the principals from successfully managing unionised and non-unionised teachers in South African secondary schools.
- A study on the implementation and application of teachings received during management and leadership training offered to principals.
- A study about how the theory of Emotional intelligence be adopted into the teachings received by principals before assumption of their management and leadership role?
- A study to investigate whether the principals' lack of personal and professional growth affect the effective management of unionised and non-unionised teachers.

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ANNEXURE A: LETTER OF CONSENT TO TEACHERS



Dear Prospective Participant

I, Nozipho Isabel Adaghe, am doing research towards a PhD under the supervision of Professor V.P. Mahlangu of the Department of Educational Leadership and Management at the University of South Africa. We have funding from a DSF Postgrad Bursary. We are inviting you to participate in the study entitled: Understanding principals' management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province.

The study is expected to collect important information that could help principals to manage unionised and non-unionised teachers. You are invited to participate because you meet the requirements based on purposive sampling. I obtained your contact details from the Department of Basic Education. Should you consent to participate, you will be interviewed by the researcher using set open-ended questions, followed by probing if necessary. The interview will take about 45 minutes.

Participation in this study is voluntary and you are under no obligation to consent to participate. If you do decide to take part, you will be given an information sheet and be asked to sign a written consent form. You are free to withdraw at any time and without giving any reason. Data collected during the interview is kept private and cannot be shared with anyone.

There are no benefits for participants, but your voluntary participation is essential for the completion of research. There are no negative consequences or side effects or any risk of harm from participating in the study. The researcher will use pseudonyms (schools and participants) to keep participants anonymous. You will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

The researcher will store the hard copy of the information gathered during the interviews for a period of five years in a locked cupboard at the university's library for future research or academic purposes. Electronic information will be stored on a password-protected computer. The hard copies will be destroyed if necessary.

No payment or reward will be given to the participants.

If you would like to be informed of the final research findings, you are welcome to contact me on 071 575 7764 or email me at noziadaghe@gmail.com. The findings will be available after

the completion of the study. Should you require any further information about any aspect of this study, please can contact me.

Should you have concerns about the way in which the research has been conducted, you may contact Prof. Vimbi Mahlangu at 082753154 or email him at mahlavp@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Regards



Mrs Nozipho Isabel Adaghe

Email: noziadaghe@gmail.com

Cell number: 0715757764

ANNEXURE B: INTERVIEW SCHEDULE FOR PRINCIPALS

Title: Understanding principals' management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province.

1. How long have you been a principal?
2. Are you affiliated to any teacher union? If yes, which one and why?
3. Are all teachers affiliated to unions? How many teacher unions are your teachers affiliated to?
4. What strategies have you applied in managing unionised teachers?
5. What strategies have you employed in managing non-unionised teachers?
6. What would you say are the challenges in managing two sets of teachers?
7. Have you as a principal encountered any challenges that you think hamper teaching and learning in your school?
8. Are you getting any support at all from the teacher unions? If yes, describe the kind of support.
9. Managing teachers is not an easy task; it requires teamwork. What have you done to involve the support of the SMT in managing the two sets of teachers?
10. In your opinion, and considering the experience you have had so far, what do you think is the best way for principals to manage teachers who are affiliated and those who are not affiliated to unions?

ANNEXURE C: FOCUS GROUP CONSENT AND CONFIDENTIALITY AGREEMENT

I (Name of the participant) grant consent that Mrs Nozipho Isabel Adaghe may use the information I share during the focus group for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy is protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group to maintain confidentiality.

Participant's Name: _____

Participant's Signature: _____

Researcher's Name: Mrs Nozipho Isabel Adaghe

Researcher's Signature:

Researcher's Contact Details: [0715757764](tel:0715757764)/noziadaghe@gmail.com

Date: 01 February 2019

ANNEXURE D: OBSERVATION SCHEDULE



Understanding the management strategies of principals in managing unionised and non-unionised teachers in secondary school in Gauteng Province.

The staff will be observed during staff and other brief meetings. Staff meetings usually take place once in a term or fortnightly for an hour or more; in some schools, brief meetings take place every morning for 30 minutes. The study will also consider teachers' behavior in terms of classroom attendance, arrival, and departure at school. The following questions guided the observation process:

1. What is the physical setting of the staffroom?
2. What is the agenda of the staff meeting or brief meeting?
3. What is the mood of every teacher during the meeting?
4. Is there a clear introduction and presentation of the items being discussed?
5. Do teachers show respect to other teachers and confidence in the principal during these meetings?
6. Are meetings instructional or allow interactions between the staff and the managers?
7. What form of communication does the principal use during the meeting?
8. Is there a clear conclusion of meetings?

**ANNEXURE E: REQUEST FOR PERMISSION FROM HEAD OFFICE DEPARTMENT OF
EDUCATION**



Date: 14 January 2019

Mrs Faith Tshabalala

Department: Knowledge and Disciplines (Head Office)

Contact Details: 011 843 6503/011355 0628/ 0825747396

Faith.tshabalala@gauteng.gov.za

Dear Mrs Tshabalala

Request for permission to conduct research at _____ Secondary School.

Title: Understanding principals' management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province

My name is Nozipho Isabel Adaghe and I am doing research towards a PhD under the supervision of Prof. Vimbi Mahlangu in the Department of Education Leadership and Management, University of South Africa. We have funding from a DSF Postgrad Bursary for the completion of the research. I request permission to collect data at _____ Secondary School in relation

to the research. The study is expected to collect important information that could help principals to manage unionised and non-unionised teachers. Your department has been selected because the school where data will be collected falls under your jurisdiction and meets the requirements based on purposive sampling. The study entails the researcher interviewing participants using set questions; the interview will take about 45 minutes.

There are open-ended questions followed by probing if it is necessary.

Participation in this study is voluntary and participants are under no obligation to consent to participate. If they do decide to take part, they will be given an information sheet and be asked to sign a written consent form. They are free to withdraw at any time and without giving any reason. Data collected during the interview is kept private and cannot be shared with anyone.

There are no benefits for participants, but their voluntary participation is essential for the completion of research. There are no negative consequences or side effects or any risk of harm from participating in the study. The researcher will use pseudonyms (schools and participants) to keep participants anonymous. They will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

The researcher will store the hard copy of the information gathered during the interviews for a period of five years in a locked cupboard at the university's library for future research or academic purposes, Electronic information will be stored on a password-protected computer. The hard copies will be destroyed if necessary.

No payment or reward will be given to the participants.

If participants would like to be informed of the final research findings, they are welcome to contact me on 071 575 7764 or email me at noziadaghe@gmail.com. The findings will be available after the completion of the study. Should participants require any further information about any aspect of this study, they can contact me.

Should participants have concerns about the way in which the research has been conducted, they may contact Prof. Vimbi Mahlangu at 082753154 or email him at mahlavp@unisa.ac.za.

Yours sincerely



Mrs Nozipho Isabel Adaghe

Email: noziadaghe@gmail.com

Cell number: 0715757764

ANNEXURE F: LETTER TO PRINCIPALS AND SGB FOR SCHOOL ACCESS

Request for permission to conduct research at your school.

Title: Understanding principals' management strategies in managing unionised and non- unionised teachers in secondary schools in Gauteng Province.

Dear Principal and the SGB

I, Nozipho Isabel Adaghe, am doing research towards a PhD under the supervision of Professor V.P. Mahlangu of the Department of Educational Leadership and Management at the University of South Africa. We have funding from a DSF Postgrad Bursary. We are inviting you to participate in the study entitled: Understanding principals' management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province.

The study is expected to collect important information that could help principals to manage unionised and non-unionised teachers at schools. Your school has been chosen because you meet the requirements based on purposive sampling.

Participation in this study is voluntary and participants are under no obligation to consent to participate. If they do decide to take part, they will be given the information sheet and be asked to sign a written consent form. They are free to withdraw at any time and without giving any reason. Data collected during the interview is kept private and cannot be shared with anyone.

There are no benefits for participants, but their voluntary participation is essential for the completion of research. There are no negative consequences or side effects or any risk of harm from participating in the study. The researcher will use pseudonyms (schools and participants) to keep participants anonymous. They will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

The researcher will store the hard copy of the information gathered during the interviews for a period of five years in a locked cupboard at the university's library for future research or academic purposes, Electronic information will be stored on a password-protected computer. The hard copies will be destroyed if necessary.

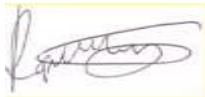
No payment or reward will be given to the participants.

If participants would like to be informed of the final research findings, they are welcome to contact me on 071 575 7764 or email me at noziadaghe@gmail.com. The findings will be

available after the completion of the study. Should participants require any further information about any aspect of this study, they can contact me.

Should participants have concerns about the way in which the research has been conducted, they may contact Prof. Vimbi Mahlangu at 082753154 or email him at mahlavp@unisa.ac.za.

Yours sincerely



Researcher's signature

Date: _____

Supervisor's signature

Date: _____

ANNEXURE G: INTERVIEW SCHEDULE FOR UNIONISED TEACHERS AND NON- UNIONISED TEACHERS (FOCUS GROUP INTERVIEW)

Title: Understanding principals' management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province

(A) Unionised teachers

1. When did you become affiliated to a union? Which one?
2. How have you benefited from being a member of the union?
3. What sort of a relationship have you built with the management of the school, especially the principal?
4. Do you have the knowledge of any teacher(s) who are not affiliated to any union and how do you feel about it.?
5. In your opinion, how has the principal managed the school so far?
6. Have you had any challenges at school that may hamper your effectiveness as a teacher in delivering the curriculum?
7. If yes, how have you dealt with them and what support have you received from the principal?
8. What sort of union support have you received to help you fulfill your role as a teacher?
9. How can teacher unions support the principal in managing teachers?

1. **(B) Interview schedule for non-unionised teachers** I understand that you are not affiliated to any teacher unions. Please explain why.
2. Briefly explain your understanding of the role and responsibility of teacher unions at school.
3. How are you treated at school as a teacher who is not affiliated to any teacher union?
4. In your opinion, how has the principal managed the school so far?

5. Have you had any challenges at school that may hamper your effectiveness as a teacher in delivering the curriculum?
6. If yes, how have you dealt with them and what support have you received from the principal?
7. What have you done to ensure that teaching and learning happens in the classroom without any impediments?
8. What do you think are the strategies that principals can use in managing two sets of teachers at school?
9. How would you describe the principal at your school?

ANNEXURE H: ETHICAL CLEARANCE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Ref: **2019/02/13/60956127/21/MC**

Dear Ms Adaghe

Name: Ms NI Adaghe

Student: 60956127

Decision: Ethics Approval from
2019/02/13 to 2024/12/13

Researcher(s): Name: Ms NI Adaghe
E-mail address: nramokgotswa@gmail.com
Telephone: +27 71 575 7764

Supervisor(s): Name: Prof V Mahangu
E-mail address: mahlavp@unisa.ac.za
Telephone: +27 12 429 8550

Title of research:

Understanding principals' management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng province

Qualification: PhD in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2024/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019/02/13/60956127/21/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



McKay
TIVE DEAN
Mckayvi@unisa.ac.za

ANNEXURE I: GAUTENG DEPARTMENT OF EDUCATION APPROVAL FOR RESEARCH



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	24 August 2020
Validity of Research Approval:	04 February 2020 – 30 September 2020 2019/569
Name of Researcher:	Adaghe N.I.
Address of Researcher:	10 Lilly Street, Rabie Ridge Midrand
Telephone Number:	011 464 5052, 0715757764/0662133977
Email address:	noziadaghe@gmail.com
Research Topic:	.Understanding principals 'management strategies in managing unionised and non-unionised teachers in secondary schools in Gauteng Province.
Type of qualification	Master's in Education
Number and type of schools:	4 Secondary School
District/s/HO	Ekurhuleni North, Johannesburg East, Johannesburg North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.**
4. **The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gijani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 24/08/2020

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APPENDIX J: LANGUAGE EDITOR'S DECLARATION

I, Dr Jacqui Baumgardt, as the language editor, declare that I edited

"Understanding the management strategies of principals in managing unionised and non-unionised teachers".

A handwritten signature in black ink, appearing to read 'Jacqui Baumgardt', written in a cursive style.

Signature:

Date:

20 November 2020